

State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Deborah A. Gist
Commissioner

J. David Sienko, Director
Office of Student, Community & Academic Supports

February 1, 2011

Office of Special Education Programs
U.S. Department of Education- Mail Stop 2600
7100 Old Landover Road
Landover, MD 20785-1506

Re: Part B State Performance Plan and Annual Performance Report 7/1/09 – 6/30/10

Electronically attached is the Rhode Island Annual Performance Report (APR). Indicator 6 (APR) is not reflected in the submission as States were not required to report on that indicator for this submission. If you have any questions please do not hesitate to contact me or our SPP/APR Coordinator, Susan Wood. Dr. Wood can be reached at 401-222-8992 or Susan.Wood@ride.ri.gov.

Sincerely,

J. David Sienko, Director
Office of Student, Community & Academic Supports

Attachments

Cc: Susan Wood, Ph.D.
Senior Administrator,
Quality Assurance Services

Part B State Annual Performance Report (APR) for 2009

Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:

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Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/.

Overview of the Annual Performance Report Development for Indicator 1:

Graduating with a Regular High School Diploma in Rhode Island

The awarding of high school diplomas in Rhode Island is a Local Education Agency (LEA) decision based on the authority granted by the Rhode Island Board of Regents for Elementary and Secondary Education. In the 2007-08 school year, the Rhode Island High School Diploma System (described below) reached full implementation. Special education students meet the same proficiency requirements under the Rhode Island Diploma System as all students. Rhode Island does not offer a differentiated diploma system.

Rhode Island High School Reform

The Rhode Island Board of Regents for Elementary and Secondary Education approved high school regulations in January, 2003, and revised the regulations in September, 2008 (see: <http://www.ride.ri.gov/HighSchoolReform/default.aspx>). The regulations address the areas of literacy, personalization and graduation by proficiency. The regulations intend to improve the performance of high schools, increase graduation rates, improve post graduation outcomes and supports to students. A significant effect of the regulations has been the development of the Rhode Island Diploma System.

The Rhode Island Diploma System

Beginning with the Class of 2008, students will be required to demonstrate academic proficiency based on the Rhode Island Grade Level/Grade Span Expectations (GSE/GLEs), apply knowledge and skills in real world settings, and successfully complete a variety of challenging assessments in order to earn a high school diploma. In September 2008, the RI Board of Regents approved revised high school regulations which extend the 2003 regulations and added provisions for middle schools. Below are the 2003 requirements with the 2008 revisions noted:

- Completion of a minimum of 20 Carnegie units.

- Base up to 10% (revised to 33 1/3% by 2012) of the graduation decision on student performance on the State Assessment.

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- Completion of a performance based requirement such as end of course exam, senior project, digital portfolio, Certificate of Initial Mastery (CIM) or similar requirement that demonstrates proficiency on the Rhode Island Grade Level/Grade Span Expectations (GSE/GLEs) and applied learning standards.

Local Education Agencies were awarded a designation of “approval withheld” (showing little or no evidence of implementation of the regulations) or “preliminary approval” (showing signs of implementation of the high school regulations) based on the Commissioners Review in January 2008. Each high school received guidance from RIDE in January 2009 on the next review process which will position schools to receive “full approval” by 2010. On site reviews of each high school began in the fall of 2009. The RI Board of Regents has established a 2012 deadline for all school to reach “full approval” status or the Regents may deny the LEA the authority to award high school diplomas.

Implementation of this review process, and the pressure to comply by 2012, is leading all high schools to aggressively implement the requirements of the high school regulations. The following areas are the focus of the Commissioners review process:

- Access/Opportunity – Evidence that ensures all students have a legitimate and fair opportunity to meet the RI Grade Level/Grade Span Expectations. All students have genuine access to rigorous programs that support their individual learning plans. Students have access to multiple pathways through high school to achieve the GSE/GLE's.
- Alignment – Evidence that the LEA has aligned curriculum with the RI GLE/GSE's and national content standards. The LEA has established evidence of expectations for student learning, employs applied learning across content areas and utilizes a variety of assessments.
- Sufficiency – Evidence that the LEA has established a method for specifying the numbers and types of assessment evidence for determining student proficiency.
- Fairness – Evidence that the LEA has provided valid opportunities for all students, including any sub groups of students, to demonstrate what they know. The LEA has implemented universally designed methods and instruments and has reviewed assessments for bias. Assessment results are communicated to students and families in a clear and timely manner and there is an open appeals process.
- Standard-Setting – Evidence that the LEA has a convincing rationale for the process of determining overall proficiency for graduation which is clearly tied to performance standards. In addition, the standard-setting process involves the community.

Rhode Island NCLB Nonacademic Accountability Indicators

There are two types of nonacademic accountability indicators included in the Rhode Island Annual Yearly Progress (AYP) performance standards under NCLB. The first is *participation rate*; schools and districts must test at least 95% of their enrolled students in ELA and mathematics. The second nonacademic indicator measures *attendance* at the elementary and middle school levels and *graduation rate* at the high school level. RIDE stipulates that every school must have a 90% high school graduation rate by the year 2014.

Rhode Island Graduation Rate AMOs

Year	AMO
2014	90.0
2013	86.6
2012	83.3
2011	80.0
2010	76.7
2009	73.4

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2008	70.1
2007*	75.3
2006	75.3
2005	75.3
2004	71.4
2003	71.4
2002	71.4

* Graduation rates for the class of 2007 and earlier were based on the NCES cohort estimation formula.
Source: Rhode Island Accountability Technical Bulletin, 2010

Implications for the Special Education Graduation Rate

The implications of the Rhode Island Diploma System present a major opportunity for ensuring all students achieve high expectations. By providing students multiple methods to meeting an LEA's proficiency requirements, (Course credits, performance on state assessment, comprehensive course assessments, portfolio, senior project, CIM, etc.) it is anticipated that more students will achieve proficiency and graduate with a high school diploma ready for entry into post-secondary education and training. Implementation of the Rhode Island Diploma system has also defined a clear set of expectations for all students in the state. The process has encouraged LEAs to carefully examine the value of their current diploma and examine the needs of student's not meeting proficiency expectations. The request for technical assistance from the districts for universal design, collaborative teaching, literacy interventions and other practices that would benefit special education students has increased with the implementation of the RI Diploma System.

The specific impact on graduation rates for students in special education is difficult to predict, however many high schools have begun rigorous examination of data through the Commissioners Review process which has informed them of the progress of special education students and access to the general education curriculum. It is anticipated that the work of the high schools in meeting the RI Diploma System requirements and the RI High School Regulations will improve access for students in special education to the general education curriculum. Informal observation from the RIDE School Support Visit (monitoring system) has indicated an increased awareness of the gaps in performance of students in special education and districts intentionally aligning resources to address performance gaps.

To date the graduation rate has remained stable and increased slightly in the 2008-09 school year from 55.9% to 58.7%.

Reliability of the Graduation/Dropout Data

The Rhode Island Department of Education moved to the cohort measurement formula described in the measurement section in 2007. With the implementation of this system which verifies each students reported status through the students' universal identifier, RIDE obtained a more accurate picture of the graduation and dropout rates for youth in special education. RIDE first reported graduation and dropout rates based on the cohort formula in the April 2008 APR Revision. The baseline graduation rate of 55.9% for students in special education was established and the rigorous and measurable targets (below) were calibrated.

Monitoring Priority: FAPE in the LRE

1. **Indicator 1:** Percent of youth with IEPs graduating from high school with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: States must report using the graduation rate calculation and timeline established by the Department under the ESEA.

Beginning in 2007 Rhode Island integrated the data collection for graduation and dropout rates for special education students with the state's student information system. Rhode Island's student information system includes a unique state assigned student identifier (SASID) for every student in the state. The integration of the special education graduation and dropout data collection system into the Rhode Island student information system has allowed the state to generate a valid and reliable picture of the graduation and dropout situation. The cohort formula (four year graduation rate) utilized for graduation rate is:

$$\text{Annual Graduation Rate} = \frac{\text{\# of students in cohort who graduated in 4 years or less}}{[\text{number of first time entering 9}^{\text{th}} \text{ graders}] - \text{transfers out} + \text{transfers in}} \times 100$$

FFY	Measurable and Rigorous Target
2008 (2007-2008)	56.9% of the students in Special Education will graduate with a regular high school diploma issued by their local education agency.
2009 (2008-2009)	57.9% of the students in Special Education will graduate with a regular high school diploma issued by their local education agency.
2010 (2009-2010)	58.9% of the students in Special Education will graduate with a regular high school diploma issued by their local education agency.
2011 (2010-2011)	59.9% of the students in Special Education will graduate with a regular high school diploma issued by their local education agency.
2011 (2011-2012)	60.9% of the students in Special Education will graduate with a regular high school diploma issued by their local education agency.
2012 (2012-2013)	61.9% of the students in Special Education will graduate with a regular high school diploma issued by their local education agency.

Actual Target Data for 2009:

Table 1 Rhode Island Graduation and Dropout Rates

Exit Type	Special Education				All Students			
Year/Cohort Count	2007 APR (2006-2007) Cohort Count 3,450	2008 APR (2007-2008) Cohort Count 2,960	2009 APR (2008-2009) Cohort Count 2,604	Increase/Decrease from 2007	2007 APR (2006-2007) Cohort Count 13,198	2008 APR (2007-2008) Cohort Count 12,686	2009 APR (2008-2009) Cohort Count 12,686	Increase/Decrease from 2007

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					14,915			
Percent Graduated	55.9% (1,929)	55.9% (1,656)	58.7% (1,529)	2.8%	70.1% (10,459)	73.9% (9,757)	75.5% (9,578)	5.5%
Percent Dropped Out	27.7% (955)	25.4% (753)	22.8% (594)	(4.9%)	19.2% (2,868)	15.5% (2,049)	13.9% (1,763)	(5.3%)
Percent Completed GED	4.6% (159)	4.0% (118)	5.6% (146)	1.0%	4.6% (689)	3.2% (426)	4.9% (622)	0.3%
Percent Retained/ Still in School	11.8% (407)	14.6% (433)	12.9% (336)	1.1%	6.0% (899)	7.3% (966)	5.7% (723)	(0.3%)

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2009:

Baseline for the percent of students in Special education graduating with a regular high school diploma as established in the 2007 APR at 55.9% with an improvement target of 57.9% in 2009. Rhode Island achieved a 58.7% graduation rate. The state met the measurable and rigorous target.

From the actual data, the figure of interest was the continued increase 12.9% in the number of students who remained in school after four years. The Rhode Island High School regulations speak to the need for schools to create alternative pathways for students to achieve proficiency in the RI High School Diploma System even if the student's pathway will require the student to remain enrolled beyond four years of high school. In special education, this has resulted in a variety of transition programs at the regional and local levels focused on students who require more than four years of high school to achieve proficiency and graduate to self-sufficiency. The increase of students in special education remaining enrolled beyond four years could be a result of the alternative pathway programming. Of equal significance is the decline in the dropout rate which will be discussed in Indicator #2.

Completed improvement activities are described on the table below.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2009:

Improvement Activities	Timelines	Resources
Implementation of Rhode Island High School Regulations - Commissioners Review & Approval. (Note: the RI Board of Regents for Elementary & Secondary Education was reopening the Secondary regulations in the fall of 2010. This process may have implications for the class of 2012).	Official designations were released in January 2008. Next review begins Spring, 2009 with full approval available beginning in 2010. All schools must meet full approval by 2012.	RIDE, Office of Multiple Pathways. Participation of RIDE, Office of Student, Community & Academic Supports (OSCAS) personnel representing special education and ELL.
Monitor impact on the graduation rate for students in special education based on implementation of the Rhode	2010-2012	RDE, Office of Student, Community & Academic Supports (OSCAS) personnel

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Island Diploma System and utilization of the new cohort formula. Develop district level reporting and performance indications.		Provide analysis on the impact and develop corrective actions in processes as necessary.
Support to school personnel on implementation of Response to Intervention and progress monitoring at the secondary level and promote implementation of co-teaching models being adopted by all districts.	2010, ongoing	RI Department of Education, Office of Student, Community & Academic Supports (OSCAS) personnel Alignment of contracts for professional development toward RTI and co-teaching.
Examine the targeted graduation improvement activities in LEAs federal and state grant submissions with improvements in graduation rate data. Target districts with rates below the state average.	2010, ongoing. LEA grants are due in May of each year.	RIDE, Office of Student, Community & Academic Supports (OSCAS) personnel

Part B State Annual Performance Report (APR) for 2009 FFY

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The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:

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Monitoring Priority: FAPE in the LRE

1. **Indicator 2:** Percent of youth with IEPs dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

Beginning in 2007 Rhode Island integrated the data collection for graduation and dropout rates for special education students with the state's student information system. Rhode Island's student information system includes a unique state assigned student identifier (SASID) for every student in the state. The integration of the special education graduation and dropout data collection system into the Rhode Island student information system has allowed the state to generate a valid and reliable picture of the graduation and dropout situation. The cohort formula (four year graduation rate) utilized for graduation rate is:

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Annual Graduation Rate	=	$\frac{\text{\# of students in cohort who graduated in 4 years or less}}{[\text{number of first time entering 9}^{\text{th}} \text{ graders}] - \text{transfers out} + \text{transfers in}}$	X 100
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FFY	Measurable and Rigorous Target
2005 (2005-2006)	Baseline year 27.11%* Dropout Rate.
2006 (2006-2007)	26.11%* The dropout rate for students in Special Education will be reduced by 1%.
2007 (2007-2008)	25.11%* The dropout rate for students in Special Education will be reduced by 1%.
2008 (2007-2008)	26.7% The dropout rate for students in Special Education will be reduced by 1%.
2009 (2008-2009)	25.7% The dropout rate for students in Special Education will be reduced by 1%.
2010 (2009-2010)	24.7% The dropout rate for students in Special Education will be reduced by 1%.
2011 (2011-2012)	23.7% The dropout rate for students in Special Education will be reduced by 1%.
2012 (2012-2013)	22.7% The dropout rate for students in Special Education will be reduced by 1%.

Actual Target Data for 2009 FFY:

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Percent Graduated	55.9% (1,929)	55.9% (1,656)	58.7% (1,529)	2.8%	70.1% (10,459)	73.9% (9,757)	75.5% (9,578)	5.5%
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Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2009 FFY:

Baseline for the percent of students in special education dropping out as established in the 2008 APR at 26.7%. The target for the 2009 FFY was 25.7%. The actual dropout rate for FFY 2009 was 22.8%. Rhode Island achieved the measurable and rigorous target and continues to experienced a decline in the dropout rate.

Completed improvement activities are described in the table below.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2009FFY:

[If applicable]

Improvement Activities	Timelines	Resources
<p>Implementation of Rhode Island High School Regulations - Commissioners Review & Approval.</p> <p>(Note: the RI Board of Regents for Elementary & Secondary Education was reopening the Secondary regulations in the fall of 2010. This process may have implications for the class of 2012).</p>	<p>Official designations were released in January 2008.</p> <p>Next review begins Spring, 2009 with full approval available beginning in 2010. All schools must meet full approval by 2012.</p>	<p>RIDE, Office of Multiple Pathways.</p> <p>Participation of RIDE, Office of Student, Community & Academic Supports (OSCAS) personnel representing special education and ELL.</p>
<p>Monitor impact on the dropout rate for students in special education based on implementation of the Rhode Island Diploma System and utilization of the new cohort formula. Develop district level reporting and performance indications.</p>	<p>Ongoing 2009-2012</p>	<p>RI Department of Education, Office of Student, Community & Academic Supports (OSCAS) personnel in coordination with the Office of Multiple Pathways.</p> <p>Provide analysis on the impact and develop corrective actions in processes as necessary.</p>
<p>Support to school personnel in training and implementation of effective research based dropout prevention strategies to improve school retention.</p>	<p>Ongoing 2009-2012</p>	<p>RI Department of Education, Office of Student, Community & Academic Supports (OSCAS) personnel in coordination with the Office of Multiple Pathways.</p>
<p>Examine the targeted dropout reduction activities in LEAs federal and state grant submissions with reductions in dropout rate data. Target districts with rates below the state average.</p>	<p>Began in 2009 (utilizing 2007 data). LEA grants are due in May of each year. Ongoing 2009-2012</p>	<p>RI Department of Education, Office of Student, Community & Academic Supports (OSCAS) personnel in coordination with the Office of Multiple Pathways.</p>

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Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with IEPs on statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. AYP percent = $\left[\frac{\text{(\# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup)}}{\text{(total \# of districts that have a disability subgroup that meets the State's minimum "n" size)}} \right] \times 100$.

B. Participation rate percent = $\left[\frac{\text{(\# of children with IEPs participating in the assessment)}}{\text{(total \# of children with IEPs enrolled during the testing window, calculated separately for reading and math)}} \right]$. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

C. Proficiency rate percent = $\left[\frac{\text{(\# of children with IEPs enrolled for a full academic year scoring at or above proficient)}}{\text{(total \# of children with IEPs enrolled for a full academic year, calculated separately for reading and math)}} \right]$.

Targets and Actual Target Data for FFY 2009:

Actual Target Data for FFY 2009 (2009-2010)	Districts Meeting AYP for Disability Subgroup (3A)		68%
	Participation for Students with IEPs (3B)		100%
	Proficiency for Students with IEPs (3C)		
	Mathematics		Reading
	Grade 3	34% proficient or above	37% proficient or above
	Grade 4	30% proficient or above	31% proficient or above
	Grade 5	28% proficient or above	30% proficient or above
	Grade 6	21% proficient or above	25% proficient or above
	Grade 7	19% proficient or above	24% proficient or above
	Grade 8	20% proficient or above	27% proficient or above
	Grade 11	6% proficient or above	26% proficient or above
Districts meeting AYP for Students with Disabilities		English Language Arts & Mathematics	
FFY 2009 (2009-2010)		29 out of 36 districts 81%	

**3.A -
Actual
AYP
Target
Data for
FFY 2009:**

3.B – Actual Participation Target Data for FFY 2009:

INSERT BELOW YOUR STATE'S ACTUAL TARGET DATA FOR PARTICIPATION:

Statewide Assessment 2009-2010		Math Assessment								
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	Total	
									#	%
a	Children with IEPs	1753	1567	1638	1886	1991	2076	1879	12790	
b	IEPs in regular assessment with no accommodations	717 40.9%	492 31.4%	530 32.4%	651 34.5%	691 34.7%	798 38.4%	890 47.4%	4769	37.3%
c	IEPs in regular assessment with accommodations	898 51.2%	963 61.5%	992 60.6%	1120 59.4%	1192 59.9%	1117 53.8%	757 40.3%	7039	55.0%
d	IEPs in alternate assessment against grade-level standards	Rhode Island does not have alternate assessment that assesses children against grade level standards.								
e	IEPs in alternate assessment against modified standards	Rhode Island does not have alternate assessment that assesses children against modified standards								
f	IEPs in alternate assessment against alternate standards	104 5.9%	95 6.1%	95 5.8%	91 4.8%	79 4.0%	112 5.4%	106 5.6%	682	5.3%
g	Overall (b+c+d+e+f) Baseline	1719 98.1%	1550 98.9%	1617 98.7%	1862 98.7%	1962 98.5%	2027 97.6%	1753 93.3%	12490	97.7%
Children included in a but not included in the other counts above										
In your narrative, account for any children with IEPs who did not participate.		30 1.7%	14 0.9%	17 1.0%	20 1.1%	24 1.2%	47 2.3%	115 6.1%	267	2.1%
Statewide Assessment 2009-2010		Reading Assessment								
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	Total	
									#	%
a	Children with IEPs	1750	1565	1638	1884	1990	2077	1870	12774	
b	IEPs in regular assessment with no accommodations	716 40.9%	490 31.3%	528 32.2%	649 34.4%	690 34.7%	798 38.4%	898 48.0%	4769	37.3%
c	IEPs in regular assessment with accommodations	900 51.4%	964 61.6%	995 60.7%	1123 59.6%	1193 59.9%	1123 54.1%	763 40.8%	7061	55.3%
d	IEPs in alternate assessment against grade-level standards	Rhode Island does not have alternate assessment that assesses children against grade level standards.								

e	IEPs in alternate assessment against modified standards	Rhode Island does not have alternate assessment that assesses children against modified standards.								
f	IEPs in alternate assessment against alternate standards	104 5.9%	95 6.1%	95 5.8%	91 4.8%	79 4.0%	112 5.4%	106 5.7%	682	5.3%
g	Overall (b+c+d+e+f) Baseline	1720 98.3%	1549 99.0%	1618 98.8%	1863 98.9%	1962 98.6%	2033 97.9%	1767 94.5%	12512	97.9%
Children included in a but not included in the other counts above										
In your narrative, account for any children with IEPs who did not participate.		30 1.7%	16 1.0%	20 1.2%	21 1.1%	28 1.4%	44 2.1%	103 5.5%	262	2.1%

3.C – Actual Performance Target Data for FFY 2009

INSERT HERE YOUR STATE'S ACTUAL TARGET DATA FOR PERFORMANCE:

Statewide Assessment 2009-2010		Math Assessment Performance: Students Meeting Proficiency (full year)							Total	
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	#	%
a	Children with IEPs	1614	1424	1517	1718	1827	1850	1566	11516	
b	IEPs in regular assessment with no accommodations	294 43.30%	166 36.97%	143 31.36%	144 23.88%	150 23.92%	158 21.58%	35 4.46%	1090	25.17%
c	IEPs in regular assessment with accommodations	171 20.58%	161 18.30%	189 19.57%	181 17.68%	153 13.65%	118 11.73%	20 2.96%	993	15.27%
d	IEPs in alternate assessment against grade-level standards	Rhode Island does not have alternate assessment that assesses children against grade level standards.								
e	IEPs in alternate assessment against modified standards	Rhode Island does not have alternate assessment that assesses children against modified standards.								
f	IEPs in alternate assessment against alternate standards	37 35.58%	34 35.79%	30 31.58%	40 43.96%	34 43.04%	41 36.61%	30 28.30%	246	36.07%
g	Overall (b+c+d+e+f) Baseline	502	361	362	365	337	317	5	2329	20.22
Statewide Assessment 2009-2010		Reading Assessment Performance: Students Meeting Proficiency (full year)								
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	Total	
									#	%

a	Children with IEPs	1616	1425	1520	1721	1828	1856	1576	11452	
b	IEPs in regular assessment with no accommodations	358 52.49%	168 37.67%	199 40.28%	194 32.77%	252 39.38%	264 36.41%	278 34.63%	1713	30.09%
c	IEPs in regular assessment with accommodations	184 22.17%	173 19.57%	222 23.85%	212 20.42%	278 25.07%	262 25.71%	174 26.09%	1505	23.23%
d	IEPs in alternate assessment against grade-level standards	Rhode Island does not have alternate assessment that assesses children against grade level standards.								
e	IEPs in alternate assessment against modified standards	Rhode Island does not have alternate assessment that assesses children against modified standards.								
f	IEPs in alternate assessment against alternate standards	46 44.23%	39 41.05%	38 40.00%	52 57.14%	38 48.10%	45 40.18%	46 43.40%	304	44.57%
g	Overall (b+c+d+e+f) Baseline	588	380	459	458	568	571	498	3522	30.51%

INSERT HERE YOUR STATE'S TABLE FOR MEASURABLE AND RIGOROUS TARGETS FOR PERFORMANCE:

	Mathematics		Reading	
Grade 3	34% proficient or above	Did not meet target	37% proficient or above	Did not meet target
Grade 4	30% proficient or above	Did not meet target	31% proficient or above	Did not meet target
Grade 5	28% proficient or above	Did not meet target	30% proficient or above	Met target
Grade 6	21% proficient or above	Met target	25% proficient or above	Met target
Grade 7	19% proficient or above	Did not meet target	24% proficient or above	Met target
Grade 8	20% proficient or above	Did not meet target	27% proficient or above	Met target
Grade 11	5% proficient or above	Met target	26% proficient or above	Met target

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:

During the 2009-2010 academic year, Rhode Island students participated in the New England Common Assessment Program (NECAP). Students were assessed in reading and mathematics in grades 3 through 8 and 11, as well as writing

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at grades 5, and 8, and 11. Since the NECAP is a fall test it assesses the prior years learning. Students with significant cognitive disabilities who met the state's alternate assessment criteria were assessed using the Rhode Island Alternate Assessment. The Rhode Island Alternate Assessment is a yearlong assessment. In order to assess student learning over the same academic year as the NECAP, students are assessed using the alternate assessment in grades 2-8 and 10 in Reading and Mathematics and grades 4, 7, and 10 in writing. Rhode Island allows for two types of exemptions from the State Assessment Program. One is a medical exemption granted by the state. The second is an English Language Learner (ELL) exemption in the content area of ELA only for student who have been in the United States for less than one year. The ELL exemption is in compliance with Federal Law.

During the 2009-2010 school year, twenty nine of Rhode Island's 36 districts (81%) met the states AYP objectives for progress for disability subgroup exceeding its target of 67% of districts making AYP. Districts not making AYP received classifications according to the state accountability and classification process. These classifications require different levels of intervention depending on the number of years in which they have not met AYP requirements.

Rhode Island did not meet its target of 100% participation for children with IEPs on the state assessment. The participation rate was 97.9% in Reading was and 97.7% in Mathematics. In analyzing Rhode Island's state assessment proficiency results, Rhode Island's demonstrated improvement has met most of its grade specific targets. In Mathematics, Rhode Island met or exceeded two of seven of its grade specific targets for proficiency rate. This may be due in part, on the focus of professional development in science and reading. This year forward, professional development initiatives will target improved mathematics performance including technical assistance to reconcile alignment of IEP goals with mathematics standards. In Reading, Rhode Island met or exceeded its targets for proficiency rate for five of seven grade specific targets. Although not all targets were met, more targets were met for FFY 2009 than FFY2010 in reading. Progress in proficiency rates may be attributed to a variety of factors including teacher professional development in differentiated instruction and instruction for teachers of students eligible for the RIAA, better alignment of instruction with state standards, high school reform efforts, changes in curriculum, and inclusion.

Public Reporting Information:

Assessment data is reported to the public at the state and district level disaggregated by content area, assessment and population subgroup (African American, Asian, Hispanic, Native American, White, Male, Female, Students living in Poverty, English-language Learners, Students with Disabilities, and Migrant students). This data is reported through the state Information Works website and publication (<http://www.infoworks.ride.uri.edu/2009/default.asp>), and the NECAP reporting website (<http://reporting.measuredprogress.org/NECAPpublicRI/>). Assessment results are not reported for groups fewer that ten students.

Revisions, with Justification, to Improvement Activities / Targets / Timelines / Resources for FFY 2009 (if applicable):

Improvement Activity	Timelines	Resources
<p><u>State Assessment Program:</u> NECAP will be administered grades 3-8 and 11 during the 2009-2010 academic year.</p> <p>Rhode Island will continue to implement Rhode Island Alternate Assessment including grades 2-8 and 10. The new Rhode Island alternate assessment system (RIAA) is based on Alternate Assessment Grade Span Expectations (AAGSE) that are derived and expanded from the NECAP Grade Level Expectations (GLE). RIAA training for teachers will continue to have a focus on improving instruction for students who are eligible for the RIAA.</p>	<p>Academic year 2010 – 2011</p> <p>2011 – 2012</p>	<p>RI Department of Education, Office of Student, Community and Academic Supports and Office of Assessment and Accountability personnel</p>
<p>Rhode Island's Collaborative System of Focused Monitoring: School Support System (SSS) incorporates a variety of instruments and procedures that are utilized to ensure compliance with state and</p>	<p>Ongoing to the year 2012</p>	<p>RI Department of Education, Office of Student,</p>

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<p>federal laws and regulations. The SSS visits will continue to examine LEAs' state assessment records for participation rates and student performance; work with LEAs to analyze problematic areas and their contributing factors; and revise policies, procedures and practices to ensure access to the general curriculum, full participation in and high performance of students with disabilities on state assessment.</p>		<p>Community and Academic Supports</p> <p>RI Technical Assistance Project personnel</p> <p>RI Department of Education, Office of Assessment and Accountability personnel</p>
<p>Our professional development programs continue to provide opportunities for general and special educators to increase their capacity to provide differentiation of instruction and other support for diverse learning needs, social-emotional supports, access to the general curriculum, etc.</p>	<p>Ongoing through 2010 - 2012 academic years</p>	<p>RI Department of Education Office of Student, Community and Academic Supports personnel</p>
<p><u>Promoting Service in the Least Restrictive Environment for Students with Disabilities that Significantly Affect Functioning:</u></p> <p>We continue to support professional development and demonstration classrooms to promote the education of students with autism and other low-incidence disabilities in the appropriate least restrictive environment, including general education settings as much as possible. We partner with our University Center on Disabilities (The Sherlock Center) on efforts to promote inclusive provision of services for all students, including those with developmental and other significant disabilities.</p>	<p>Ongoing through 2010 - 2012 academic years</p>	<p>RI Department of Education Office of Student, Community and Academic Supports personnel</p> <p>University Center on Disabilities (The Sherlock Center)</p>
<p><u>Mathematics and Science Alignment:</u> Districts are provided with technical assistance (knowledge and tools) to align their district curriculum with the state standards and to improve mathematics and science instruction.</p>	<p>2010 – 2012 academic years</p>	<p>The Charles A. Dana Center</p> <p>RI Department of Education, Office for Assessment Accountability and Instruction.</p>
<p><u>Reconciliation of IEP goals with mathematics standards.</u></p>	<p>2010 – 2012 academic year</p>	<p>RI Department of Education Office of Student, Community and Academic Supports personnel</p> <p>University Center on Disabilities (The Sherlock Center)</p>

Part B State Annual Performance Report (APR) for ____2009____ (Insert FFY)

Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:

http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx.

Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/.

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the

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development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

- A. Percent = $[(\# \text{ of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs}) \div (\# \text{ of districts in the State})] \times 100$.
- B. Percent = $[(\# \text{ of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards}) \div (\# \text{ of districts in the State})] \times 100$.

A. Percent = 0% [(0 district identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by (50 districts in the State)] times 100.

$(0/50) \times 100 = 0\%$ of districts significantly discrepant

Therefore, 100% of districts in the state have rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities that are **not significantly discrepant** from the mean of all district rates.

Significantly Discrepant: comparison of the risk of a district's special education students to be suspended for more than 10 days to the risk of the district's general education students to be suspended for more than 10 days to obtain a risk ratio. Districts with a risk ratio of 2.5 or higher for 2 consecutive years and a minimum cell size of 10 students would be considered significantly discrepant.

- B. Percent = 2% [(1 district that has: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (50 districts in the State)] times 100.**

$(1/50 \times 100 = 2\%$ of districts significantly discrepant)

98% of districts in the state do not have a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Definition of "Significant Discrepancy":

- comparison of the risk of a district's special education Asian students to be suspended for more than 10 days to the risk of the district's general education Asian students to be suspended for more than 10 days to obtain a risk ratio. Districts with a risk ratio of 2.5 or higher for 2 consecutive years and a minimum cell size of 10 students would be considered significantly discrepant.

- comparison of the risk of a district's special education black students to be suspended for more than 10 days to the risk of the district's general education black students to be suspended for more than 10 days to obtain a risk ratio. Districts with a risk ratio of 2.5 or higher for 2 consecutive years and a minimum cell size of 10 students would be considered significantly discrepant.
- comparison of the risk of a district's special education Hispanic students to be suspended for more than 10 days to the risk of the district's general education Hispanic students to be suspended for more than 10 days to obtain a risk ratio. Districts with a risk ratio of 2.5 or higher for 2 consecutive years and a minimum cell size of 10 students would be considered significantly discrepant.
- comparison of the risk of a district's special education Native American students to be suspended for more than 10 days to the risk of the district's general education Native American students to be suspended for more than 10 days to obtain a risk ratio. Districts with a risk ratio of 2.5 or higher for 2 consecutive years and a minimum cell size of 10 students would be considered significantly discrepant.
- comparison of the risk of a district's special education white students to be suspended for more than 10 days to the risk of the district's general education white students to be suspended for more than 10 days to obtain a risk ratio. Districts with a risk ratio of 2.5 or higher for 2 consecutive years and a minimum cell size of 10 students would be considered significantly discrepant.

Forty four districts were excluded from the calculation for having less than the minimum cell size of 10 students.

FFY	Measurable and Rigorous Target
(2009) <i>Using 2008-09 data</i>	97% of districts in the state will have rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities that are not significantly discrepant from the mean of all district rates.

Actual Target Data for (2008):

Data Year	Number of LEAs w/Significant Discrepancy (Actual Target Data)	Number of LEAs where Review Resulted in Noncompliance
FFY 2009	1	0
FFY 2008	1	0
FFY 2007	2	2
FFY 2006	3	3
FFY 2005	4	4

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2009):

Improvement Activities Completed FY2005 The four LEAs with significant discrepancies for rates of suspensions were required to report plans for reducing the rate of suspension of children with disabilities in their consolidated resource plans submitted June 1, 2007. These district reports included revisions in policies, procedures, and practices as part of correction of non-compliance relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA. For those districts, revisions of policies, procedures, and practices were monitored and continue to be monitored by the RI Commissioner of Education and the Director of the Office of Student, Community and Academic Supports through the district Corrective Action Plan and District Negotiated Agreement. In addition, three districts participate in the statewide Positive Behavior Intervention and Support Project (PBIS) district-wide.

Improvement Activities Completed FY2006 The three LEAs with significant discrepancies for rates of suspensions were required to report plans for reducing the rate of suspension of children with disabilities in their consolidated resource plans submitted June 1, 2008. These district reports included revisions in policies, procedures, and practices as part of correction of non-compliance relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA. For two districts, correction of non-compliance was verified during School Support Focused Monitoring visits. For the third district, revisions of policies, procedures, and practices were monitored and continue to be monitored by the RI Commissioner of Education and the Director of the Office of Student, Community and Academic Supports through the district Corrective Action Plan and District Negotiated Agreement. In addition, this district has begun to participate in the statewide Positive Behavior Intervention and Support Project (PBIS) district-wide.

Improvement Activities Completed FY2007 The two LEAs with significant discrepancies for rates of suspensions are required to report plans for reducing the rate of suspension of children with disabilities in their consolidated resource plans to be submitted June 1, 2009. One district is outstanding from FFY06 and is currently participating in technical assistance from RIDE in collaboration with the Sherlock Center on Disabilities PBIS project. As of June 2009 submission of the Consolidated Resource Plan/Acegrants will demonstrate correction of noncompliance for this LEA relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA. The second district had not been discrepant in this area in the FFY06 reporting. This district received additional technical assistance relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA from RIDE this spring. During this TA, RIDE and the district discovered that school staff were incorrectly reporting in-school interim behavior programs as an out of school suspension. When correctly counted, the district is not discrepant on this indicator.

Improvement Activities Completed FY 2008

Districts that showed significant discrepancy for suspensions and expulsions greater than 10 days for students with IEPs completed a self-assessment of their policies, procedures and practices to identify those that might contribute to the significant discrepancy and that do not comply with the requirements relating to the development and implementation of IEPs, the use of positive behavioral supports, and procedural safeguards. As a result, one district hired additional staff, including a part-time behavioral specialist and school psychologist to address these issues. They continued to address issues relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA through the use of their ARRA funding. A data collection error was found in the spring of 2009, where the district was counting students placed in an in-school interim behavior program as out of school suspensions. This brings them into compliance and eliminates the significant discrepancy for suspensions and expulsions greater than 10 days for students with IEPs as compared to students without IEPs.

The second district that showed a significant discrepancy for FFY 2007 completed year 2 of implementing an inclusion model with significant emphasis and training on co-teaching at the secondary level to better engage students in the classroom thereby reducing disciplinary issues.

Improvement Activities Completed FY 2009:

One district shows a significant discrepancy for suspensions and expulsions greater than 10 days for students with IEPs, by race and ethnicity. This district participated in a School Support visit of focused monitoring. The SSS reviews currently available discipline data; record reviews of a selection of student records to identify problematic or discriminatory policies or procedures and to determine if LEA policies and procedures were being followed; interviews with LEA general and special education staff, administrators. Policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards were reviewed during the State's collaborative system of focused monitoring: School Support System (SSS).

As a result of the review, the district is engaging in professional development for school psychologists and social workers to examine eligibility practices and policies, especially in the areas of ED and OHI. This work includes student file reviews to identify policies, practices, and procedures in need of revision. Part of this work involves increasing district capacity to address social and emotional needs. This includes examination of data on attendance, discipline referrals and suspensions to identify students at risk and to develop interventions. An examination of coordination of individuals funded by Early Intervening Services in the RtI intervention process is informing the work. Training on this data and intervention process and connections to reduction of suspension or inappropriate identification of students as having ED or OHI is being provided, in coordination with RIDE, to district leadership and teachers. The district will also examine ways to continue funding staff who provide social emotional supports when ARRA funds expire.

Several schools in the district have completed training and are implementing School-Wide Positive Behavioral Interventions and Supports.

Explanation of Progress/Slippage The decrease in the number of districts that are significantly discrepant for suspensions and expulsions greater than 10 days is likely explained by the implementation of self-assessment, action plans and changes in staffing and programming. LEAs with significant discrepancies for rates of suspensions were required to report plans for reducing the rate of suspension of children with disabilities in their consolidated resource plan due June 1, 2010 including revisions in policies, procedures, and practices as part of correction of non-compliance. Behavior specialists and social workers will be hired to develop plans and provide additional training to staff to support student progress and achievement.

As part of the CRP process, all districts are required to complete an annual self-assessment and evidence checklist of their policies, procedures and practices relating to the development of IEPs, the use of positive behavioral supports and interventions, and procedural safeguards.

Training and implementation of SWPBIS is continuing throughout the state, with ten districts committed to ensure in all of their schools have training and are implementing these principles.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (Insert FFY)
[If applicable]

No revisions at this time.

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly

available on the RIDE website at the following link:

http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx.

Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/.

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

- A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Target	Actual Target Data for FFY 2009:
(FFY 2009)	<p>A. State average of children with IEPs removed from regular class less than 21% of the day will be 77% or higher; the standard deviation among districts will be 11% or lower.</p> <p>B. State average of children with IEPs removed from regular class greater than 60% of the day will be 11% or lower; the standard deviation among districts will be 4% or lower.</p> <p>C. State average of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements will be 3.5% or lower.</p>	<p>A. State average of children with IEPs removed from regular class less</p>

than 21% of the day was 81.10%; the standard deviation among districts was 9.35%.

- B. State average of children with IEPs removed from regular class greater than 60% of the day was 6.83%; the standard deviation among districts was 6.65%.
- C. State average of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements was 3.01%; the standard deviation among districts was 1.99%

	Baseline Data FFY 2004	Actual Target Data FFY 2005:	Actual Target Data FFY 2006	Actual Target Data FFY 2007	Actual Target Data FFY 2008	Actual Target Data FFY

						2009
A. Removed from regular class less than 21% of the day;	62.8%	63%	62.85%	74.57%	74.04%	81.10%
B. Removed from regular class greater than 60% of the day;	18.7%	15%	18.11%;	11.01%	11.05%	6.83%
C. Served in public or private separate schools, residential placements, or homebound or hospital placements.	4.7%	3.14%	4.85%;	3.69%	3.87%	3.01%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2009:

Rhode Island met the state average goals for serving students in the Least Restrictive Environment (LRE) for the FFY 2009. Progress can be attributed to the implementation of the district plans to improve inclusive practices as well as statewide professional development including collaborative teaching, differentiated instruction, response to intervention, Positive Behavior Supports, and Universal Design for Learning.

As in previous years, all districts were required to analyze their FFY 2009 LRE data and review their policies and procedures regarding LRE. Based on this analysis districts developed an appropriate plan to maintain successful practices and address areas of needed improvement. All districts were required to submit these plans as part of their Annual Consolidated Resource Plan. Plans were reviewed and approved by RI Department of Education Staff.

State facilitators continued to provide professional development and to support the expansion of demonstration classrooms to promote the education of students with autism and other low-incidence disabilities in the appropriate least restrictive environment. Professional development continued on differentiating instruction through two paid consultants and a cadre of teachers who provided statewide, regional, district and school-based sessions throughout the year. Rhode Island's focus on professional development for Response to Intervention continued to increase, with statewide, regional, district and school-based offerings.

The ACCESS Program, a collaborative initiative of the Rhode Island Department of Education, Office of Student, Community and Academic Supports and TechACCESS of RI continued to provide district level professional development. The goal of this initiative is to develop a sustainable and flexible model to support the use of technology in the classroom to achieve success of students with IEPs in the general education curriculum with a focus on reading and written language.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009

Improvement Activity	Timelines	Resources
Targeted technical assistance will be provided to districts with data demonstrating high percentages of students being served in less inclusive settings. Technical assistance will support districts in analyzing data, reviewing policies and procedures, and action plan development to address identified areas of need.	Ongoing 2008-2012	RI Department of Education Office of Student, Community and Academic Supports personnel

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		Systems of Support Grant personnel
The combined efforts of identification of disproportionality that the 15% set aside for Early Intervention Services, and, the infusion of ARRA funding has enabled districts to design appropriate strategies to target professional development strategies to assist students who are at risk for academic and behavioral problems. Technical assistance is and will continue to be provided on the most effective use of funding to produce the most inclusive settings.	Ongoing 2008 - 2012	RI Department of Education Office of Student, Community and Academic Supports personnel Systems of Support Grant personnel

Part B State Annual Performance Report for FFY 2009

Overview of the Annual Performance Report Development

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of the SPP.

Monitoring Priority: FAPE in the LRE - Preschool Outcomes

Indicator 7: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:**Outcomes:**

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning = $\left[\frac{\text{\# of preschool children who did not improve functioning}}{\text{\# of preschool children with IEPs assessed}} \right] \text{ times } 100.$
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $\left[\frac{\text{\# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}}{\text{\# of preschool children with IEPs assessed}} \right] \text{ times } 100.$
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $\left[\frac{\text{\# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}}{\text{\# of preschool children with IEPs assessed}} \right] \text{ times } 100.$
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $\left[\frac{\text{\# of preschool children who improved functioning to reach a level comparable to same-aged peers}}{\text{\# of preschool children with IEPs assessed}} \right] \text{ times } 100.$
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $\left[\frac{\text{\# of preschool children who maintained functioning at a level comparable to same-aged peers}}{\text{\# of preschool children with IEPs assessed}} \right] \text{ times } 100.$

Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 1:

Percent = $\frac{\text{\# of preschool children reported in progress category (c) plus \# of preschool children reported in category (d)}}{\text{\# of preschool children reported in progress category (a) plus \# of preschool children reported in progress category (b) plus \# of preschool children reported in progress category (c) plus \# of preschool children reported in progress category (d)}} \text{ times } 100.$

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 2: Percent = $\frac{\text{\# of preschool children reported in progress category (d) plus \# of preschool children reported in progress category (e)}}{\text{total \# of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)}} \text{ times } 100.$

Overview of Issue/Description of System or Process:Data Collection System

Since 2001, the Rhode Island Department of Education (Early Childhood), in partnership with the Department of Human Services (Child Care Office), has provided professional development to more than 1,906 early care and

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education providers, including preschool special education teachers, on implementing a system of assessment a) linked with the Rhode Island Early Learning Standards and b) supported by research in the early childhood field regarding appropriate methods of assessing child progress. This system of authentic assessment is comprised of developmentally appropriate tools and strategies including; observation in the child's natural environment, collection of student work, and input from the student's family.

To meet the Preschool Outcomes reporting requirement and to align that measurement of young children's development with the assessment practices described above, the Department of Education conducted an exhaustive search of early childhood outcome-based measures and determined the research-driven, curriculum-based measure most aligned with the state's early learning standards, while also meeting federal data collection and reporting requirements, to be the Creative Curriculum On-Line Assessment System. This assessment system is based on a reliable and valid instrument, *The Progressions of Development and Learning from Birth through Kindergarten* which meets all of the assessment standards of the National Association for the Education of Young Children (NAEYC) and the National Association of State Early Childhood Specialists in State Departments of Education (NASECS/SDE). Dr. Richard Lambert, of the University of North Carolina at Charlotte, conducted reliability and validity tests of the *Developmental Continuum for Ages 3-5* on a sample of over 1,500 low-income children. He concluded that the *Developmental Continuum* has adequate assessment properties. The Creative Curriculum system uses the COSF categories six and seven as the "comparable to same aged peers" threshold. In response to the higher than expected percentages of children identified as typically developing based on the online generated B7 generated OSEP reports, Teaching Strategies in partnership with ECO reviewed the original conversion process and developed a set of methods to revise and validate a new process resulting in revised cut scores. The revised cut off scores require children to have higher scores to be rated as performing similar to same age peers. The current cc.net reports reflect these current revised cut scores. Although these revisions will result in changes in summary statements, it was important to report numbers providing a more accurate representation of the status of the children

The Creative Curriculum On-Line Assessment System is a web-based system for documenting authentic assessment practices. It operates as follows:

1. The state purchases subscriptions for each identified district and assigns district data administrators.
2. Those administrators then add approved teachers, who in turn create classrooms and add children who meet the criteria of this reporting requirement.
3. Administrators also add Speech and Language Pathologists (SLPs), who are the primary special educators for some children. They also, in turn, create classrooms and add children who meet the criteria of this reporting requirement.
4. After an entry period (6-8 weeks), the teachers and SLPs conduct an on-line entry assessment based on multiple measures and sources: observational data, children's work samples, assessment/evaluation information, reports from other service providers and parent input that they have been regularly entering into each child's on-line portfolio. This compilation of data serves as the child's entry assessment.
5. Authentic assessment data is then continually collected and recorded in each child's on-line folder for the remainder of the time the child receives preschool special education services.

In addition to the entry assessment, teachers and SLPs conduct assessments each January, each June, and upon exit for each child. These multiple formative assessments, though not required for federal reporting, are used to guide teacher planning and instruction, as well as to provide clear and specific information to families about their child's progress.

6. District administrators have been provided with established process and procedures for monitoring the status of data entry and ensuring the fidelity of the data.
7. The Creative Curriculum On-Line Assessment System also includes a data reporting feature that is aligned with the OSEP reporting requirements. This feature organizes the multiple child development objectives assessed by teachers into the three OSEP areas. Each January, the state runs a report using this feature and the system compares the entry and exit assessment data for children who received more than six months of service to determine the level of progress of each child.

Teaching Strategies, Inc. released *the GOLD* assessment system in July 2010 to replace the Creative Curriculum On-Line Assessment System. The GOLD assessment system was implemented in FFY 2010 to be used as the basis for outcomes measurement. The new GOLD assessment system was developed to meet the needs to: serve children from birth through kindergarten, focus on the key elements that research indicates are most effective indicators of school success; align with the expected outcomes identified in state early learning standards, and serve the needs of

English-Language Learners. Following an extensive literature-based research review of the most significant recent studies on early learning, the GOLD assessment system was developed to provide a seamless, observation-based assessment system for children birth through kindergarten that blends ongoing authentic assessment in all areas of development and learning with intentional, focused performance assessment tasks for selected predictors of school readiness in the areas of literacy and numeracy. Dr. Richard Lambert, of the University of North Carolina at Charlotte, conducted reliability and validity tests of Teaching Strategies GOLD on a national sample of over 2,594 children. He concluded that, the GOLD assessment system appeared to be highly reliable as indicated by reliability statistics. Results of the factor analysis indicated that the items aligned with the constructs intended by the test development team. His analyses of the dimensionality suggest that the GOLD assessment system measures largely satisfy the Rasch model for unidimensionality. He concluded that these results would strongly suggest that teachers are able to make valid ratings of developmental progress of children across the intended age range, from birth through kindergarten.

Phasing in representative districts

Given the training requirements and expense of purchasing the on-line subscriptions, the state opted to phase in its data collection with districts which were representative of the population of children served in the state. Within these districts, data was collected on all children with Individual Education Programs who services were provided by the district. Sampling was not used. The discrepancy between the number of children included in the data collection and the annual census count used to identify the representative districts, is likely due to out-of district placements and/or children moving from the district after the June census as well as children for whom there was less than six months of data. Because out-of district placements often include children from multiple districts, the state will include out-of-district placements in the data collection process once all districts have been phased in. This will alleviate confusion in the classroom about who to assess and who is not yet included in the assessment process and allow the state to obtain more accurate baseline data regarding the levels of outcomes reporting (and non-reporting)for all children.

Census data provided by districts in June 2006 was used to identify the initial six districts. In the fall of 2006, the state provided training in authentic assessment and the use of the Creative Curriculum On-Line Assessment System to these first districts. As outlined below in Tables 7A-C, the representative districts included Newport, Coventry, Westerly, Cranston, Smithfield, and Central Falls.

TABLE 7A

Selected Districts	Asian/Pacific Islander	Black (Not Hispanic)	Hispanic	Native American	White (Not Hispanic)
Central Falls		10	57		14
Coventry	1		1	1	71
Cranston	5	13	18		162
Newport		9	14		50

Smithfield					42
Westerly	2		2		41

TABLE 7B

Total Child Count	Asian/Pacific Islander	Black (Not Hispanic)	Hispanic	Native American	White (Not Hispanic)
SELECTED DISTRICTS	8	32	92	1	380
STATE	41	169	438	26	2127

TABLE 7C

% of population	Asian/Pacific Islander	Black (Not Hispanic)	Hispanic	Native American	White (Not Hispanic)
SELECTED DISTRICTS	1.64%	6.54%	18.81%	.20%	77.71%
STATE	1.46%	6.03%	15.64%	.93%	75.94%

In 2007, an identical district identification process was conducted using available census data, and an additional eight districts were identified. Tables 7D-F report the data used in this process. Training in the use of authentic assessment and the use of the Creative Curriculum On-Line Assessment System was again provided to both original districts and new districts.

TABLE 7D

Selected Districts	Asian/Pacific Islander	Black (Not Hispanic)	Hispanic	Native American	White (Not Hispanic)
Central Falls		10	57		14
Coventry	1		1	1	71

Cranston	5	13	18		162
Newport		9	14		50
Smithfield					42
Westerly	2		2		41
East Providence	1	10	6	4	99
Foster					6
Pawtucket		22	56	1	81
West Warwick	1	1	3		71
Glocester				1	24
North Smithfield			3		36
Jamestown		1			12
Middletown	1	2	1		31

TABLE 7E

Total Child Count	Asian/Pacific Islander	Black (Not Hispanic)	Hispanic	Native American	White (Not Hispanic)
SELECTED DISTRICTS	11	68	161	7	740
STATE	41	169	438	26	2127

TABLE 7F

% of population	Asian/Pacific Islander	Black (Not Hispanic)	Hispanic	Native American	White (Not Hispanic)

SELECTED DISTRICTS	1.11%	6.89%	16.31%	.71%	74.97%
STATE	1.46%	6.03%	15.64%	.93%	75.94%

In 2008, the following districts were added: North Kingstown, Cumberland, Woonsocket, and Portsmouth. Census data was again used to identify these districts and Tables 7G-I illustrate the representativeness of the districts which participated.

Table 7G

Selected Districts		Asian/Pacific Islander	Black (Not Hispanic)	Hispanic	Native American	White (Not Hispanic)
	Central Falls	0	12	72	0	11
	Coventry	2	0	2	1	99
	Cranston	11	18	23	0	174
	Newport	0	9	10	0	44
	Smithfield	0	0	1	0	46
	Westerly	3	0	1	1	44
	East Providence	5	24	11	5	107
	Foster	0	0	0	0	10
	Glocester	0	0	1	0	18
	Pawtucket	2	26	52	3	87
	West Warwick	3	2	7	0	75
	North Smithfield	0	0	1	0	42
	Jamestown	0	0	0	0	11
	Middletown	3	2	2	0	36
	North Kingstown	0	2	1	0	80
	Woonsocket	9	23	47	3	145
	Cumberland	1	2	1	0	93
	Portsmouth	1	0	1	0	36
	Totals	40	120	233	13	1158

Table 7H

Total Child Count	Asian/Pacific Islander	Black (Not Hispanic)	Hispanic	Native American	White (Not Hispanic)
SELECTED DISTRICTS	40	120	233	13	1158
STATE	69	215	523	24	2154

Table 7I

% of population	Asian/Pacific Islander	Black (Not Hispanic)	Hispanic	Native American	White (Not Hispanic)
SELECTED DISTRICTS	2.56%	7.67%	14.9%	.83%	74.04%
STATE	2.31%	7.20%	17.52%	.80%	72.16%

In 2009, two of the largest districts in the state, Warwick and Providence, were phased into the data collection. Census data was again used to identify these districts and Tables 7J-L illustrate the representativeness of the districts currently participating. The remainder of the state and out-of-district placements were phased in during the 2010-2011 school year.

Table 7J

Selected Districts	Asian/Pacific Islander	Black (Not Hispanic)	Hispanic	Native American	White (Not Hispanic)
Central Falls	0	12	72	0	11
Coventry	2	0	2	1	99
Cranston	11	18	23	0	174
Newport	0	9	10	0	44
Smithfield	0	0	1	0	46
Westerly	3	0	1	1	44
East Providence	5	24	11	5	107
Foster	0	0	0	0	10
Gloicester	0	0	1	0	18

	Pawtucket	2	26	52	3	87
	West Warwick	3	2	7	0	75
	North Smithfield	0	0	1	0	42
	Jamestown	0	0	0	0	11
	Middletown	3	2	2	0	36
	North Kingstown	0	2	1	0	80
	Woonsocket	9	23	47	3	145
	Cumberland	1	2	1	0	93
	Warwick	2	3	1	1	224
	Providence	17	86	256	2	100
	Totals	59	209	490	16	1482

Table 7K

Total Child Count	Asian/Pacific Islander	Black (Not Hispanic)	Hispanic	Native American	White (Not Hispanic)
SELECTED DISTRICTS	59	209	490	16	1482
STATE	69	215	523	24	2154

Table 7L

% of population	Asian/Pacific Islander	Black (Not Hispanic)	Hispanic	Native American	White (Not Hispanic)
SELECTED DISTRICTS as %	2.62%	9.26%	21.72%	0.71%	65.69%
STATE as %	2.31%	7.20%	17.52%	0.80%	72.16%

FFY	Measurable and Rigorous Target
2004 (2004-2005)	State submitted required plan for collecting and reporting child outcome data.

2005 (2005-2006)	<p>New Indicator: Status at entry data reported.</p> <p>Outcome Indicator 1: Positive social and emotional skills</p> <ul style="list-style-type: none">52% (170) entered at a typical level of functioning48% (154) were not at a typical level of functioning <p>Outcome Indicator 2: Acquisition and use of knowledge and skills</p> <ul style="list-style-type: none">53% (170) entered at a typical level of functioning47% (153) were not at a typical level of functioning <p>Outcome Indicator 3: Use of appropriate behaviors</p> <ul style="list-style-type: none">65% (204) entered at a typical level of functioning35% (111) were not at a typical level of functioning <p>Total number of children = 324</p>																																													
2006 (2006-2007)	<p>Progress data:</p> <p>Outcome 1: Positive social-emotional skills (including social relationships)</p> <table><tr><td>ECO Recommended Expanded Categories</td><td>Number of Children</td><td>Percent of Children</td></tr><tr><td>a. children who did not improve functioning</td><td>1</td><td>1%</td></tr><tr><td>b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers</td><td>3</td><td>4%</td></tr><tr><td>c. children who improved functioning to a level nearer to same-aged peers but did not reach it</td><td>4</td><td>6%</td></tr><tr><td>d. children who improved functioning to reach a level comparable to same-aged peers</td><td>11</td><td>16%</td></tr><tr><td>e. children who maintained functioning at a level comparable to same-aged peers</td><td>50</td><td>72%</td></tr><tr><td>Totals</td><td>69</td><td>100%</td></tr></table> <p>Outcome 2: Acquiring and using knowledge and skills</p> <table><tr><td>ECO Recommended Expanded Categories</td><td>Number of Children</td><td>Percent of Children</td></tr><tr><td>a. children who did not improve functioning</td><td>2</td><td>3%</td></tr><tr><td>b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers</td><td>3</td><td>4%</td></tr><tr><td>c. children who improved functioning to a level nearer to same-aged peers but did not reach it</td><td>6</td><td>9%</td></tr><tr><td>d. children who improved functioning to reach a level comparable to same-aged peers</td><td>10</td><td>14%</td></tr><tr><td>e. children who maintained functioning at a level comparable to same-aged peers</td><td>48</td><td>70%</td></tr><tr><td>Totals</td><td>69</td><td>100%</td></tr></table> <p>Outcome 3: Taking appropriate action to meet needs</p> <table><tr><td>ECO Recommended Expanded Categories</td><td>Number of</td><td>Percent of</td></tr></table>	ECO Recommended Expanded Categories	Number of Children	Percent of Children	a. children who did not improve functioning	1	1%	b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	3	4%	c. children who improved functioning to a level nearer to same-aged peers but did not reach it	4	6%	d. children who improved functioning to reach a level comparable to same-aged peers	11	16%	e. children who maintained functioning at a level comparable to same-aged peers	50	72%	Totals	69	100%	ECO Recommended Expanded Categories	Number of Children	Percent of Children	a. children who did not improve functioning	2	3%	b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	3	4%	c. children who improved functioning to a level nearer to same-aged peers but did not reach it	6	9%	d. children who improved functioning to reach a level comparable to same-aged peers	10	14%	e. children who maintained functioning at a level comparable to same-aged peers	48	70%	Totals	69	100%	ECO Recommended Expanded Categories	Number of	Percent of
ECO Recommended Expanded Categories	Number of Children	Percent of Children																																												
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e. children who maintained functioning at a level comparable to same-aged peers	48	70%																																												
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	<div>Children Children</div> <div> a. children who did not improve functioning 1 1% b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers 1 1% c. children who improved functioning to a level nearer to same-aged peers but did not reach it 3 4% d. children who improved functioning to reach a level comparable to same-aged peers 8 12% e. children who maintained functioning at a level comparable to same-aged peers 56 81% Totals 69 100% </div>		
2007 (2007-2008)	Outcome 1: Positive social-emotional skills (including social relationships)		
	ECO Recommended Expanded Categories	Number of Children	Percent of Children
	a. children who did not improve functioning	9	5%
	b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	11	6%
	c. children who improved functioning to a level nearer to same-aged peers but did not reach it	12	6%
	d. children who improved functioning to reach a level comparable to same-aged peers	34	18%
	e. children who maintained functioning at a level comparable to same-aged peers	122	65%
	Totals	188	100%
	Outcome 2: Acquiring and using knowledge and skills		
	ECO Recommended Expanded Categories	Number of Children	Percent of Children
	a. children who did not improve functioning	8	4%
	b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	14	7%
	c. children who improved functioning to a level nearer to same-aged peers but did not reach it	17	9%
	d. children who improved functioning to reach a level comparable to same-aged peers	24	13%
	e. children who maintained functioning at a level comparable to same-aged peers	125	66%
	Totals	188	100%
	Outcome 3: Taking appropriate action to meet needs		

	ECO Recommended Expanded Categories	Number of Children	Percent of Children
	a. children who did not improve functioning	8	4%
	b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	6	3%
	c. children who improved functioning to a level nearer to same-aged peers but did not reach it	10	5%
	d. children who improved functioning to reach a level comparable to same-aged peers	30	16%
	e. children who maintained functioning at a level comparable to same-aged peers	134	71%
	Totals	188	100%
2008 (2008-2009)	Baseline data		
	Outcome 1: Positive social-emotional skills (including social relationships)		
	ECO Recommended Expanded Categories	Number of Children	Percent of Children
	a. children who did not improve functioning	10	3%
	b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	25	7%
	c. children who improved functioning to a level nearer to same-aged peers but did not reach it	35	9%
	d. children who improved functioning to reach a level comparable to same-aged peers	76	20%
	e. children who maintained functioning at a level comparable to same-aged peers	227	61%
	Totals	373	100%
	Summary Statements		
	1. Of those children who entered the program below age expectations		
	in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program.		76%
	2. The percent of children who were functioning within age expectations		
	in each Outcome by the time they exited the program.		81%
	Outcome 2: Acquiring and using knowledge and skills		
	ECO Recommended Expanded Categories	Number of Children	Percent of Children
	a. children who did not improve functioning	14	4%
	b. children who improved functioning, but not sufficiently to	32	9%

move nearer to functioning comparable to same-aged peers		
c. children who improved functioning to a level nearer to same-aged peers but did not reach it	30	8%
d. children who improved functioning to reach a level comparable to same-aged peers	69	18%
e. children who maintained functioning at a level comparable to same-aged peers	228	61%
Totals	373	100%
Summary Statements		
1. Of those children who entered the program below age expectations		
in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program.		68%
2. The percent of children who were functioning within age expectations		
in each Outcome by the time they exited the program.		80%
Outcome 3: Taking appropriate action to meet needs		
ECO Recommended Expanded Categories	Number of Children	Percent of Children
a. children who did not improve functioning	7	2%
b. children who improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	32	9%
c. children who improved functioning to a level nearer to same-aged peers but did not reach it	15	4%
d. children who improved functioning to reach a level comparable to same-aged peers	65	17%
e. children who maintained functioning at a level comparable to same-aged peers	254	68%
Totals	373	100%
Summary Statements		
1. Of those children who entered the program below age expectations		
in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program.		67%
2. The percent of children who were functioning within age expectations		
in each Outcome by the time they exited the program.		86%

Targets and Actual Data for Preschool Children Exiting in FFY 2009 (2009-10)

Summary Statements	Targets	Actual
	FFY 2009	FFY 2009
	(% of children)	(% of children)
Outcome A: Positive social-emotional skills (including social relationships)		
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	77%	72%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	82%	68%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)		
1 Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	69%	63%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	81%	53%
Outcome C: Use of appropriate behaviors to meet their needs		
1 Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	68%	67%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	87%	72%

Progress Data for Preschool Children FFY 2009

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A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of children who did not improve functioning	44	7%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	71	11%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	94	15%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	208	32%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	229	35%
Total	N=646	100%
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of children	% of children
a. Percent of children who did not improve functioning	79	12%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	100	15%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	122	19%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	177	27%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	168	26%
Total	N=646	100%
C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
a. Percent of children who did not improve functioning	54	8%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning	62	10%

comparable to same-aged peers		
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	67	10%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	167	26%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	296	46%
	N=646	100%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:

Improvement Activities Completed:

In 2009-2010, RIDE intensified its focus on two areas essential to the measurement of preschool outcomes:

1. Training of administrators and early childhood special education professionals

Training and technical assistance supports to districts were redesigned and structured to provide early childhood special education professionals and administrators with a clearer understanding of the RIDE established policies and procedures targeted at ensuring the fidelity of the outcomes data. Training for early childhood special education professionals was focused on development and implementation of authentic assessment skills and strategies for outcomes measurement using creative curriculum.net. Analysis of data from 2008-09 indicated that assessment of children's level of development needed to become more consistently reported using more valid reliable assessment methods and strategies. The state was concerned that early childhood staff was over-estimating developmental functioning in outcomes areas and emphasized the need for a more accurate representation of the status of children

Early Childhood Special Education Teachers (n=60) participated in two full days of training. The first day of training was in authentic assessment taught by a Rhode Island Early Learning Standards certified trainer. The second day of training focused on the technical use of CreativeCurriculum.net, as well as training in the use of CreativeCurriculum.net not only as an assessment tool, but also as an integral component of the teaching process. This training was provided by a local consultant with expertise both in CreativeCurriculum.net and early childhood education, as well as RIDE early childhood special education staff. Monitoring of this group indicated that they provided a higher quantity of assessment data with improved quality and timeliness in reporting as compared to peers who did not participate.

Speech Language Pathologist (n=45) working in early childhood special education participated in a full day of training developed specifically for this group. The training for SLPs was specifically designed and adapted to foster the development of authentic assessment and implementation of CreativeCurriculum.net within the context of the speech language therapy sessions. Attention was given to assist SLPs in extending assessment competencies into all three outcome categories. Trainings were conducted by an SLP with experience and expertise in early childhood assessment and intervention, a local consultant with expertise in both CreativeCurriculum.net and early childhood education and RIDE early childhood special education staff. The impact of this training was less clear. Speech language pathologists who completed this training were more likely to complete outcomes measures, however, the quality of the data provided was less consistently adequate.

Trainings for administrators continue to be provided during a half day session with a focus on the administrator's role in supporting data collection and ensuring accurate and complete data. Additionally, the local consultant provided administrators with training in the technical use of the on-line Creative Curriculum system. The impact of district administrators attending these meetings included more timely reporting, higher quantity and improved quality of assessment data.

Throughout the year, additional professional development and training sessions were provided by RIDE and a local consultant with expertise in both CreativeCurriculum.net and early childhood education. Ten sessions were provided to early childhood special educators (n=190) to assist them in developing reporting and assessment skills meeting the timelines of the Outcomes Measurement Initiative. These training sessions were highly sought after by districts and exceeded the capacity of the state to meet.

2. Developing effective monitoring and support plans at both state and district levels.

Based on district feedback, additional guidance was provided regarding process and procedures related to child outcomes measurement and CreativeCurriculum.net. The Child Outcomes Leadership Group, comprised of district administrators, was established and meets quarterly to establish collaboration and continuity in improving state-wide practice in measurement of early childhood outcomes. Additionally, a monthly OUTCOMES MATTER newsletter was developed with the goal of providing district leadership with ongoing information, guidance and resources to develop effective administrative monitoring and support plans. A local consultant was hired to develop and implement a state-level monitoring plan to support districts in the implementation of the policies and procedures essential to ensure the fidelity of preschool outcomes measurement. This allows RIDE to not only more accurately assess preschool outcomes, but also provides the data to inform interventions and supports. This data has already indicated the need for developing Level II training both for early childhood special education professionals and administrators designed to not only improve the fidelity of the data, but also inform practice and improve teaching and learning through authentic assessment and measurement of outcomes. Additionally, the monitoring has revealed the need for administrators to receive more focused and sustained training in using the online system to monitor and support staff. The data indicates that LEAs with involved outcomes leadership demonstrate the strongest monitoring and adherence to RIDE established systems and procedures. The increased monitoring by RIDE of the data identified a number of concerns that impact the fidelity of the data. Reliability issues continue to require improvement. Quality of authentic assessment practice was observed to be highly variable with needs for professional development and standards for best practice identified. The positive impact of increased state-level capacity was reflected in the increased numbers of children for whom outcomes were reported in a timely manner, however, the quality of the data remains an area for growth. The link between assessment as the basis for informing instruction will also require further emphasis. During the 2010-2011, year RIDE will also be required to expend considerable resources toward implementing Teaching Strategies GOLD

Explanation of Slippage:

As mentioned earlier, in response to the higher than expected percentages of children identified as typically developing reported using creative curriculum.net, Teaching Strategies, Inc. in partnership with ECO reviewed the original conversion process and developed revised cut off scores. These revised cut off scores require children to have higher scores to be rated as performing similar to same age peers. The revised cut-off scores, thus, impacted the state's ability to meet the targets for each of the summary statements. Additionally, the state's improvement activities directed at improving the validity and reliability of assessment techniques and strategies may have also resulted in more accurate representation of the status of the children and consequently lower outcomes ratings. Finally, the number of children for whom data was reported during this time period increased significantly. Improvement activities directed at improving the state monitoring and support plan were instrumental in increasing the number of children for whom outcomes were reported in a timely and complete manner. Each of the factors provide reasonable explanation as to why the state did not meet the proposed targets it was required to set last year.

Revisions with Justification to Proposed Targets/Improvement Activities/Timelines/Resources for FFY2009

In 2008-09, Rhode Island opted to set targets based on the quality of data, as opposed to the potential for program improvements. Using its initial baseline data, RI opted to set targets using the maximum flexibility allowed by OSEP (>5%). It was noted that many improvements established to provide training and technical assistance supports related to data collection were scheduled for implementation in the 2009-2010 school year. Specifically, the state's capacity to monitor the data collection and to support district level data monitoring in 2008-2009 was compromised by a lack of

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capacity and made the fidelity of the data an issue of concern. Additionally, the available data came from a little more than half of the districts in the state as the state plan to phase in districts to the data collection does not conclude until the 2010-2011 school year. Finally, concerns existed about the quality of the data being collected especially as it related to inflated representation of developmental status. Specifically, the lack of a process for establishing observational reliability for classroom teachers and the fact that the use of teams to make entry and exit decisions was not widespread are reasons to view the quality of the 2008-2009 with caution.

In 2011, the state developed ongoing dialogue with stakeholder groups regarding the outcomes data provided in this report and has reached consensus in requesting a revision of the outcomes targets. The stakeholder group considered the cautions described above in setting the initial outcomes targets, the impact of establishing revised cut scores, requiring children to have higher scores to be rated as performing similar to same age peers, as well as the effect of improvement activities focused on fidelity in assessment in advocating that the targets be revised. Additionally the move from Creative Curriculum to Teaching Strategies GOLD and the impact of establishing state-wide outcomes participation in FFY 2010, requires caution in establish caution in establishing targets. The state continues to be focused on developing the quality of its data system for outcomes reporting. Consequently, Rhode Island opted to revised baseline targets to align more closely with the actual data from 2009-2010.

Summary Statements	Targets	Actual
	FFY 2010	FFY 2009
	(% of children)	(% of children)
Outcome A: Positive social-emotional skills (including social relationships)		
3. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	74%	72%
4. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	69%	68%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)		
1 Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	65%	63%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	54%	53%

Outcome C: Use of appropriate behaviors to meet their needs		
1 Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	69%	67%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	73%	72%

Improvement Activities/Timelines/Resources:

Activity	Timelines	Resources
<u>Improve Training and Technical Support</u> Convene an end-of-the-year meeting with current districts to explore successes, challenges, and recommendations for future.	Complete and continuing COMPLETED and scheduled annually	RIDE staff
<u>Improve Training and Technical Support</u> Develop manual which outlines the basic steps and frequently asked questions of outcomes measurement	Complete by August 2009 COMPLETED Development of flow charts, policies and procedures continue to require adaption for the transition to Teaching Strategies GOLD	RIDE staff
<u>Improve Training and Technical Support</u> Redesign authentic assessment training to offer more opportunities to practice assessment techniques, record data on-line appropriately, link assessment to curriculum planning	Complete by September 2010 COMPLETED all new teachers as well as teachers in fourth cohort trained. Results suggest that this group demonstrated improved ability to participate in outcomes project regarding quantity and quality of observational data as well as compliance with timelines for reporting.	RIDE Staff and expert consultants
<u>Improve accuracy and completeness of data collection</u> Refine training for administrators in interpreting and using Creative Curriculum data, supervising the outcomes data collection, and supporting special educators in observing and documenting children's functioning effectively.	Revise training annually each July. Schedule training sessions for September-October through 2010 COMPLETED for 2009 and continuing administrators from each LEA were designated to support and monitor outcomes initiative. Attended initial training and ongoing sessions scheduled during the year.	NECTAC, Creative Curriculum, ECO

<p><u>Improve accuracy and completeness of data collection</u></p> <p>Revise state level monitoring systems to collect and review district level policies and procedures related to outcome measurement</p>	<p>Complete by June 2009</p> <p>COMPLETED and ongoing. State regular monitoring of data and reporting back to districts resulted in increased reporting of outcomes. Increased administrative capacity to review and monitor LEA data. Allowed for customized technical assistance to districts based on analysis of data reporting.</p>	<p>RIDE staff</p>
<p><u>Improve accuracy and completeness of data collection</u></p> <p>Develop guidelines for identifying assessing children whose progress will best be measured using an alternate assessment</p>	<p>Complete by September 2010</p> <p>COMPLETED</p>	<p>RIDE staff</p>
<p><u>Improve observation reliability</u></p> <p>Research methods of implementing reliability training for teachers in child observation to enhance current training plan. Review new assessment tool – Teaching Strategies Gold – which includes a reliability determination component.</p>	<p>Complete research by September 2010. Revise current training plan as necessary.</p> <p>Completed and ongoing</p>	<p>NECTAC, State of NJ, ECO, Creative Curriculum</p>
<p><u>Improve observation reliability</u></p> <p>Develop training and technical assistance support for speech and language pathologists specific to the area of child assessment</p>	<p>Complete by August 2009</p> <p>COMPLETED</p>	<p>RIDE staff</p>
<p><u>Determine fourth representative cohort to be phased in</u></p> <p>Use eRIDE data system to determine additional districts to be phased in.</p>	<p>Complete by August 2009</p> <p>COMPLETED</p>	<p>eRIDE</p>
<p><u>Send notification letters and provide information session for new districts</u></p> <p>Host information and overview session for new districts to prepare them for fall implementation of assessment system</p>	<p>Complete by September 1, 2009</p> <p>COMPLETED</p>	<p>RIDE staff</p>
<p><u>Design training</u></p> <p>Design training in use of authentic assessment and technical use of the on-line system for all eligible districts incorporating research on reliability training and feedback from first three</p>	<p>Complete annually by September 1 through 2010</p> <p>COMPLETED</p>	<p>RIDE staff</p>

cohorts.		
<u>Design training</u> Design guidelines and training to support the use of teams to make entry and exit determinations for all children	Complete by September 1, 2010 COMPLETED	RIDE staff
<u>Determine fifth representative cohort to be phased in</u> Use eRIDE data system to determine additional districts to be phased in.	Complete by August 2010 COMPLETED All public and private providers of early childhood special education now participating in outcomes measurement.	RIDE Staff
<u>Evaluate data</u> Using guidance from ECO Center, review data for trends which might indicate data quality concerns or professional development needs.	Complete annually through 2010 COMPLETED and Ongoing	RIDE Staff

Part B State Annual Performance Report (APR) for FFY09

Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the

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Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:

http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx.

Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/.

Monitoring Priority: Parent Involvement

Indicator 8: Percent of parents with a child receiving special education services who report that school facilitated parent involvement as a means of improving services and results for children with disabilities.

Measurement: Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.

FFY 2009 (2009-2010)	Measurable and Rigorous Target for FFY 2009										
	<p>Projected Target: 38.88 percent of parents with a child receiving special education services reporting school efforts at or above the state standard for facilitating parent involvement as a means of improving services and results for children with disabilities.</p> <p>[State Standard: Score of 600 on the <i>School Efforts to Partner with Parents Scale (SEPPS)</i>, formerly the NCSEAM Part B 25-item <i>School Efforts Scale</i>]</p> <p>Target Increase: 7.51%age points from previous target</p> <table border="0"> <tr> <td>Projected Score (Mean Measure): 561</td><td>Projected increase: 28 points</td></tr> <tr> <td>Projected Standard Deviation: 138 or lower</td><td>Projected change: 0</td></tr> <tr> <td>Projected Measurement Reliability: .90 or better</td><td>Projected change: 0</td></tr> <tr> <td>Number of Projected Returns: 7000</td><td>Projected increase: 1,000</td></tr> <tr> <td>Projected Return Rate: 23%</td><td>Projected increase: 3%</td></tr> </table>	Projected Score (Mean Measure): 561	Projected increase: 28 points	Projected Standard Deviation: 138 or lower	Projected change: 0	Projected Measurement Reliability: .90 or better	Projected change: 0	Number of Projected Returns: 7000	Projected increase: 1,000	Projected Return Rate: 23%	Projected increase: 3%
Projected Score (Mean Measure): 561	Projected increase: 28 points										
Projected Standard Deviation: 138 or lower	Projected change: 0										
Projected Measurement Reliability: .90 or better	Projected change: 0										
Number of Projected Returns: 7000	Projected increase: 1,000										
Projected Return Rate: 23%	Projected increase: 3%										
	Actual Target Data for FFY 2009										
	<p>Actual Data: 33.00 percent of parents with a child receiving special education services reporting school efforts at or above the state standard for facilitating parent involvement as a means of improving services and results for children with disabilities.</p>										

[State Standard: Score of 600 on the <i>School Efforts to Partner with Parents Scale (SEPPS)</i> , formerly the NCSEAM Part B 25-item <i>School Efforts Scale</i>]	
Actual Increase: 1.63% age points from previous target (FY08)	
Actual Score (Mean Measure): 551	Actual increase from previous yr (FY08): 4 points
Actual Standard Deviation: 146	Actual change: 3 points lower SD than previous year
Actual Measurement Reliability: .91-.94	Above target of .90 or better
Actual Number of Returns: 4178	Actual change: 230 fewer returns than previous year
Actual Return Rate: 16.18%	Actual increase: 1.18% from previous year

Actual Target Data for FFY 2009:

FFY 2009 data reflects Rhode Island's **fourth year** of measurement using the same measurement tool, the *School Efforts to Partner with Parents Scale (SEPPS)*, previously known as the NCSEAM Part B School Efforts 25-item Scale. Survey period: **March/April 2010**. This survey period is consistent annually.

Data was gathered from a statewide, census-based survey and data analysis generated from records processed for **25,821** students with disabilities from all Rhode Island school districts. The statewide score reported is **weighted** for preschool and school-aged students. [Figure 1B]

Summary: Rhode Island has adopted the rigorous **standard of 600** established by the initial NCSEAM national standard-setting process for the Part B School Efforts Scale, now referred to as the *School Efforts to Partner with Parents Scale (SEPPS)*. All Indicator 8 targets were decided in partnership with stakeholders and partner agencies, including the state's sole Parent Training and Information Center (PTIC). Because partnership improvement that is real, meaningful, and significant enough to show measureable increase in this measure requires time, Rhode Island projected no change in its target until this third administration of the measure. (Despite a projection of no score increase for the second year of survey administration in FFY 2007, results did reveal slight gains in the average statewide score as well as in the response rate and number of returned surveys for that year.) In FY08 Rhode Island exceeded the projected score and target. In FFY 09 although Rhode Island did not meet the projected target, RI maintained the same statewide score and increased the participation rate by 1.18% from the previous year.

Discussion of Results: Rhode Island's FFY 2009 Score: Statewide results revealed that 33% of parents responding to the survey (1,379 of 4178 respondents) reported school efforts at or above the state standard of 600, while the target for this fourth survey administration was projected at 38.88% reporting efforts at or above the standard. Results showed a statewide average score for FFY 2009 of 551 as compared to a score of 547 in the previous year. An increase of 4 points in the mean statewide score was achieved, against a projected target increase of 28 points over FFY 2008 results. Also meeting or exceeding expectations for FFY 2009 is the measurement reliability of .91-.94, against the expected reliability of .90 or better. This is important in terms of assuring that our results portray an accurate picture of school efforts to partner with families in Rhode Island.

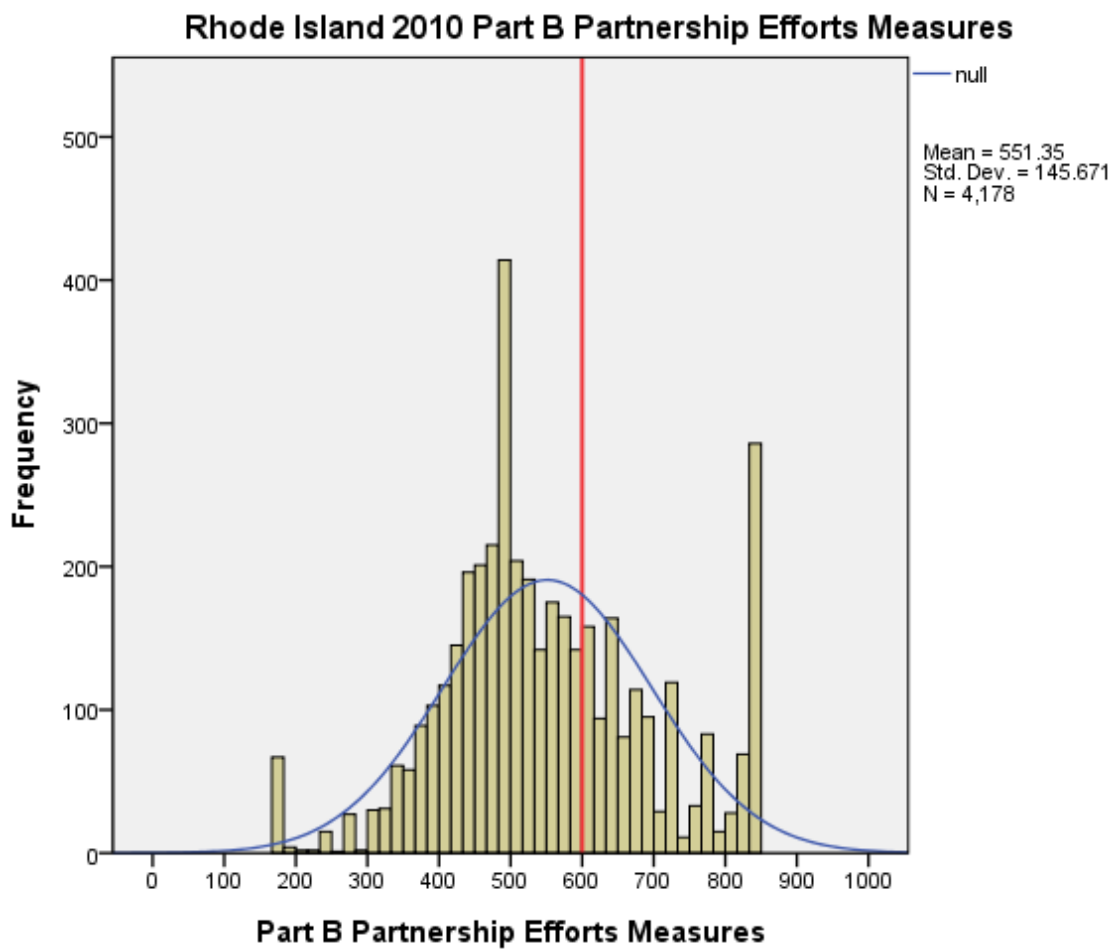
The results of Rhode Island's fourth administration of the NCSEAM Part B School Efforts Scale are portrayed in the following three figures:

Figure 1A: "Rhode Island Part B Partnership Efforts Measures" (unweighted)

Figure 1B: "Rhode Island Part B Partnership Efforts Measures" (weighted; used in reporting)

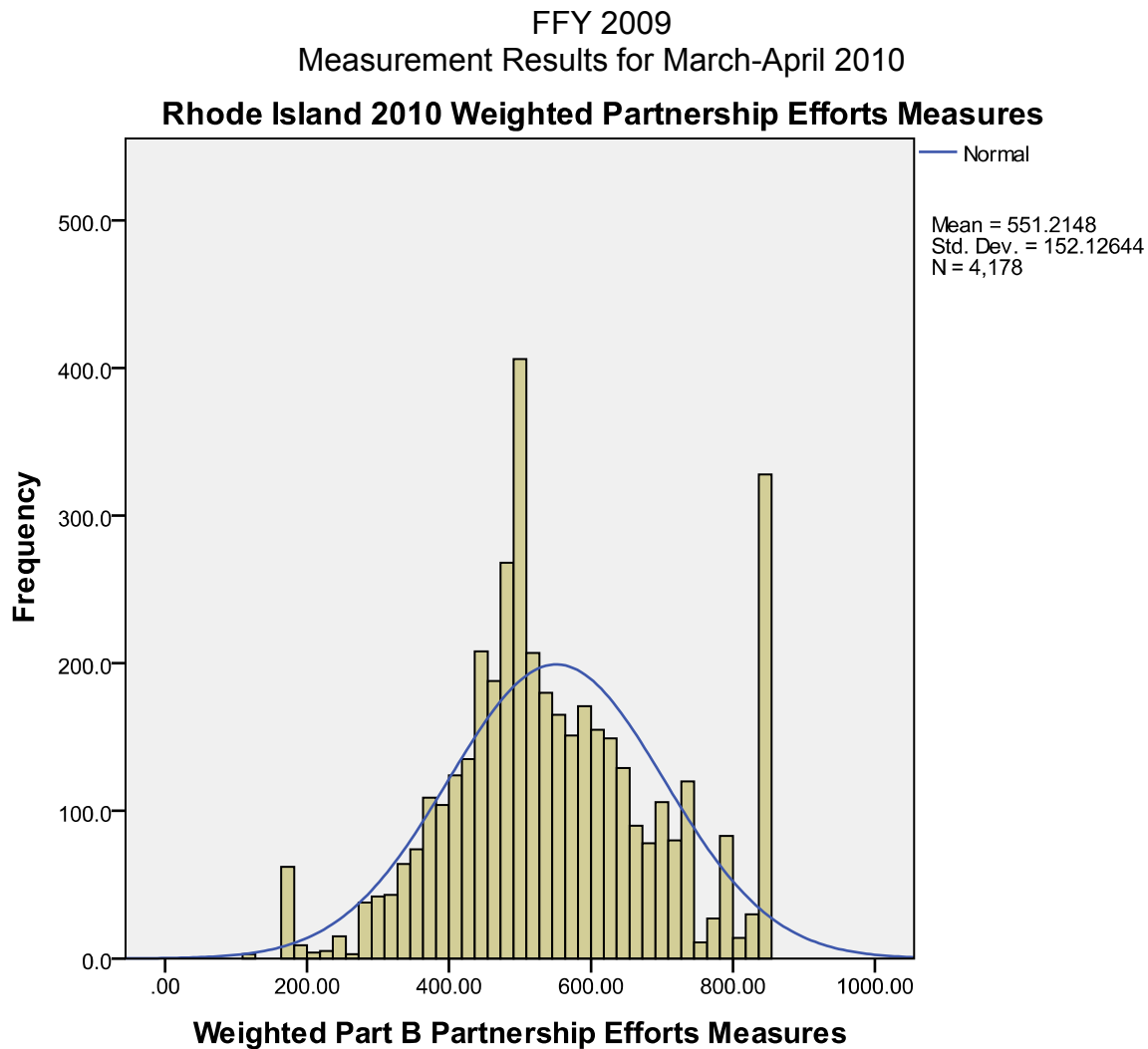
Figure 2: "Statistical Summary of Baseline Data"

Figure 1A



**Figure1A. Distribution of Unweighted Rhode Island Part B Partnership Efforts Measures, FFY
2009**

Figure 1B



Cases weighted by RI Preschool/School - Age Ratio

Figure 1B. Distribution of Weighted Rhode Island Part B Partnership Efforts Measures, FFY 2009

Figure 2 Statistical Summary STATE OF RHODE ISLAND

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PART B Special Education Parent Survey Report For Data Collected in 2010

SPP/APR Indicator #8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Standard: A 95% likelihood of a response of “agree,” “strongly agree” or “very strongly agree” with the item on the NCSEAM survey’s Partnership Efforts scale: “The school explains what options parents have if they disagree with a decision of the school.”

PART B Preschool (619) (Children ages up through 4)

Percent at or above indicator 8 standard: 38% (SE of the mean = 2.8%)

Number of Valid Responses: 299

Mean Measure: 558

Measurement SD 140

PART B School Age (Children ages 5 and up)

Percent at or above indicator 8 standard: 33% (SE of the mean = 0.8%)

Number of Valid Responses: 3,879

Mean Measure: 551

Measurement SD 146

ALL PART B UNWEIGHTED

Percent at or above indicator 8 standard: 33% (SE of the mean = 0.7%)

Number of Valid Responses: 4,178

Mean Measure: 551

Measurement reliability: .91-.94

Measurement SD 146

ALL PART B WEIGHTED

Percent at or above indicator 8 standard: 33% (SE of the mean = 0.7%)

Number of Valid Responses: 4,178

Mean Measure: 551

Measurement reliability: .91-.94

Measurement SD 146

EXTERNAL BENCHMARK: ALL PART B (6 US states, 2005 NCSEAM PILOT STUDY)

Percent at or above indicator 8 standard: 17% (SE of the mean = 0.7%)

Number of Valid Responses: 2,705

Mean Measure: 481

Measurement reliability: .94

Measurement SD 135

Discussion of Participation Rate and Representativeness of Respondents in the SEPPS Measure

Participation Rate:

Number and rate of survey returns for FFY2009 were slightly lower than projected at N = 4178 determined valid for use in the measure against a projected N = 7,000. Number of statewide student records processed was 25,821 for this small state. Although more than sufficient as a sample size, efforts are underway in FFY 2010 to boost participation rates. These are discussed later in the state improvement component of this indicator. In addition, it is noted that the spread of

scores among respondents is slightly wider than projected at a standard deviation (SD) of 146 against a projected SD of 138 or lower; the state will continue to monitor its trend related to this measurement variable.

Representativeness of Respondents:

The response group included parents of students with disabilities of every age group 3-21 years and from every school district statewide. The response group was generally representative of the state population of students with disabilities for gender, race, age, and disability as follows:

Gender	
State Population (All Students with Disabilities)	Response Group (Respondent Parents of Students with Disabilities)
Female: 32.13%	Female: 30.37%
Male: 67.87%	Male: 69.63%

Race		
	State Population (Students with Disabilities)	Response Group (Respondent Parents of Students with Disabilities)
Native American	1.05%	0.81%
Asian	1.68%	1.75%
Black	10.2%	5.79%
Hispanic	19.3%	12.06%
White	67.95%	79.59%

Age Groups: Preschool and School Age	
State Population (All Students with Disabilities)	Response Group (Respondent Parents of Students with Disabilities)
Ages 3-5: 11.02%	Ages 3-5: 7.16%
Ages 6-21: 88.98%	Ages 6-21: 92.84%

Disability Category		
	State Population	Response Group (Respondent Parents of Students with Disabilities)
Autism (AUT)	6.19%	10.75 %
Emotional Disturbance (ED)	9.19%	6.27 %

Developmental Delay (DD)	7.19%	9.33 %
Deaf	.28%	0.00 %
Hearing Impairment (HEAR)	.47%	0.74 %
Blind/Visual Impairment (BL/V)	.28%	0.50 %
Deaf/Blind (DF/B)	.02%	0.05 %
Health Impairment (HI)	15.06%	16.84 %
Learning Disability (LD)	36.69%	29.85 %
Multiple Disability (MD)	1.24%	1.46%
Mental Retardation (MR)	3.66%	4.21 %
Orthopedic Impairment (ORTH)	.33%	0.29 %
Speech Language Impairment (S/L)	19.2%	19.52 %
Traumatic Brain Injury (TBI)	0.24 %	0.19 %
Total	100 %	100 %

For gender, the response group closely mirrored the state population. The response group approximated the state population of students with disabilities by age.

For race, the response group also generally reflected the state population, with Asian and Native American respondents closely mirroring the state population; white respondents are representing a slightly higher percentage than those statewide; and black and Hispanic respondents reflecting slightly smaller percentages than that statewide.

For age, the respondents closely mirrored the student's population for preschool and school aged students with disabilities in Rhode Island.

For disability, the percentage of respondents for disability categories of ED, DD, Deaf, Hearing, BL/V, HI, MD, MR, Orth, S/L, and TBI closely mirrored statewide percentages for these categories. Percentage of respondents for category of LD was lower. For the category of Autism, the respondent group, although small in number, reflected a percentage nearly twice than that of the statewide percentage for this group. The category of DF/B reflects a number smaller than ten for this category.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2009):

Rhode Island Context for Indicator 8 Improvement Activity: Challenges and Solutions

State level collaboration is well established among Rhode Island educators and parents of students receiving special education services. The RI Department of Education promotes collaboration also at the community level, in part by requiring that district strategic plans address family and community engagement and by conveying the message that school improvement plans should align with district strategic plans. School improvement plans do reflect school-based efforts to partner with parents, and there exist many examples of positive school efforts to accomplish this.

However, educator and parent agency partners at the state level readily acknowledge the challenge of ensuring at the school level a widespread, systemic, service-driven culture that cultivates genuine, reciprocal partnership between school personnel and families, especially those whose children face learning and behavioral challenges. Establishing an accountability system for productive school-family partnership was historically limited by the lack of a valid, reliable all-school measurement of parent involvement efforts, leaving progress assessment, feedback to schools, and accountability for local policies and practices highly anecdotal in general education. Further, districts and schools have been stretched to their professional development limits to address other dimensions of education that are, in fact, measured – for example, student academic achievement levels. Despite research findings clearly showing the importance of parental involvement to student achievement, as well as accountability systems requiring evidence of partnership efforts, schools' limited resources and energies tend to be devoted to activities that are formally measured and publicly reported. Rhode Island is confident that growing awareness of, and now publicly reporting, the results of a valid, reliable measure of school efforts toward parent partnership has begun to boost accountability and continuous improvement in this critical arena.

Addressing Indicator 8

The development and implementation of the parent involvement indicator in Rhode Island benefits from a wide perspective of stakeholders. The state's Parent Training and Information Center (PTIC) and Parent Information and Resource Center (PIRC), the Parent Support Network of Rhode Island, district Special Education Administration, District Principal representation and the RI Department of Education, Office of Student Community and Academic Supports, including IDEA and NCLB/Title I staff, are active partners in policy, planning, program, and professional development across parent partnership initiatives, including work on the SPP and Indicator #8. As a small state, Rhode Island enjoys face-to-face relationships with all key parent groups as a regularity of its system, and awareness of the parent involvement indicator of the state's SPP has mushroomed this year. The state's Indicator 8 Liaison serves as the RI Department of Education liaison to the RI state level Special Education Advisory Committee as well.

Likewise, the Office of Student Community and Academic Supports liaison for the SPP Indicator 8 work is a partner in the parent partnership efforts across RI Department of Education (RIDE) offices. RIDE delineated *Community & Family Engagement* as part of its *Progressive Support and Intervention (PS & I)* system of school accountability. This component reflects one of several expectations delineated for school districts as a component of district level strategic plans. Importantly, NCLB/Title I staff are part of the Office of Student Community and Academic Supports in Rhode Island. Title I staff working on district level parent involvement policies, Home-School Compacts, and related technical assistance builds contexts supportive of the SPP Indicator 8 work are directly collaborating with Indicator 8 staff within the same office. For example, RIDE IDEA, Title I, and PTIC staffs have collaborated in promoting the National Standards for Parent/Family Involvement Programs, developed by the National Parent Teacher Association, as an organizing framework for multiple school-family partnership initiatives, and these standards are formally endorsed by the RIDE's governing board, the RI Board of Regents for Elementary and Secondary Education.

To direct the state's ongoing work on Indicator 8, the Office of Student Community and Academic Supports works jointly with various parent representatives, particularly Rhode Island's PTIC and PIRC, and the Parent Support Network of Rhode Island (PSNRI), as well as representation from district special education administrators and district principals, to address OSEP feedback and revise the state's measurement plan. The State Special Education Advisory Committee, the

State Special Education Advisory Network as well as all district Local Special Education Advisory Committees, are also kept informed about and encouraged to give guiding input to, Rhode Island SPP Indicator 8 work.

This ongoing collaboration and planning by said constituents brought the following action steps for FFY 2009 survey administration:

Measurement Tool: Rhode Island continues its commitment to utilize the National Center for Special Education Accountability Monitoring (NCSEAM) Part B School Efforts Scale, now known as the *School Efforts to Partner with Parents Scale (SEPPS)*, using the recommended 25-item survey as its annual measurement instrument for this indicator. A sample of the survey format and content can be reviewed at [http://accountabilitydata.org/ParentFamily%20Involvement%20Measures/2005NCSEAM_PartB_Watermarked_\(21244%20-%20Activ.pdf](http://accountabilitydata.org/ParentFamily%20Involvement%20Measures/2005NCSEAM_PartB_Watermarked_(21244%20-%20Activ.pdf)

Continuation of Survey Administration Schedule for FFY 2009: Rhode Island established its baseline measure in FFY2006, conducted its fourth administration in FFY2009, and confirms its commitment to continue to conduct the measure annually in March/April.

- **Survey Accessibility for Multiple Languages:** The state contracts with a private in-state translation service for translations of the *SEPPS* into the four printed languages most frequently utilized in Rhode Island: English, Spanish, Portuguese, and Khmer (Cambodian).
- **Expert Assistance:** The state completed year four of a five-year contract with Avatar International, LLC, for assistance as needed with all required steps of the Indicator 8 measurement process outlined by OSEP. RIDE connects the survey and translation vendors as needed to enable them to collaborate directly for final formatting and production of survey materials in multiple languages. Rhode Island relies on the survey vendor particularly for customizing, bar coding, and producing the surveys, disseminating and collecting the mailings, conducting the data analyses and reports, and educating RIDE and its stakeholder workgroup through ongoing consultation, to enable the state to make maximal use of the survey results in target-setting and improvement planning. This vendor was selected in part because it employed as Chief Investigating Officer an individual who contributed to the NCSEAM Survey's development and pilot. It also holds a rare confidentiality certification. All transmissions of student data are encrypted. This consultant initially offered much needed expert consultation in measurement, including webinars as needed for the Indicator 8 work group, and generates state-specific disaggregated reports that greatly assist with improvement planning.
- **State Capacity for the Measurement Process:** To increase the accuracy of the student information data file needed for survey coding, dissemination, and analysis, as well as to add needed data elements of home address and home language, RIDE has successfully incorporated the needed data elements and reporting requirements into the system of annual data reporting by school districts to the state eRIDE system. This annual general education data report from school districts statewide is fully completed each year by November 1st and permits continuous updating and inclusion of every student. One month prior to the survey distribution, each district's Special Education Administrator receives a notice from RIDE to update their student enrollment data and then receives a second notice with a district list of missing information to be rectified. Once this data file is updated it is sent to the survey vendor for processing. The survey vendor runs an address software program on the student addresses and identifies any that may be undeliverable. This information is sent back to RIDE who in turn communicates with the LEA's for a second round of screening to ensure that all parent addresses are correct for distribution.
- **Survey Marketing:** RIDE and its PTIC umbrella agency, the Rhode Island Parent Information Network (RIPIN), partnered in marketing the *SEPPS* during winter 2009. RIPIN convened a statewide evening dinner meeting and collaborated with RIDE to inform and solicit assistance from RI's statewide network (known as the Special Education Advisory Network (SEAN)). SEAN includes all district Local Advisory Committees (LACs), the state level Special Education Advisory Committee, and others. RIDE and RIPIN developed and implemented the following marketing strategies:
 - As planned with the statewide network SEAN, a variety of locally implemented Local Advisory Committee prompts, such as local automated phone messages, mailings, or meetings, were conducted to inform parents within their communities about the upcoming survey and to encourage their participation.

[Note: Local Special Education Advisory Committees (LACs) in RI represent committees parallel to State Advisory Committees under IDEA and have been in place in RI local school districts for more than 25 years as a requirement under state special education regulations. The school committee of each local and regional special education program must appoint and support such an advisory committee on special education, comprised of parents of children with disabilities, school personnel, and individuals with disabilities. Each LAC advises the local district on matters concerning the unmet needs of students with disabilities and advocates in partnership with parents for students with

disabilities to ensure entitlements, among other roles and responsibilities. The RIDE collaborates with the RI PTIC, RI Special Education Advisory Committee (RISEAC), Parent Support Network of RI, and the network of district LACs, who jointly convene for statewide networking dinner meetings throughout the school year. The SEAN network facilitates communication, program development, and professional development of all partners, with the express purpose of supporting RISEAC and local LACs in their roles of advising state and local special education improvement. This network offers a potentially rich resource to the ongoing work of SPP data collection and improvement activities, particularly in maximizing culturally competent and locally effective outreach to encourage survey participation and to facilitate improvement efforts.]

- Joint advertisement (quarter-page ad w/photos) in the Providence Sunday Journal, the state's largest newspaper, at the start of the survey period.
- Joint advertisement on RI Public Transit Authority (RIPTA) buses prior to and throughout the survey period—interior posters on full size busses and exterior signs on approximately 30 public transport vans.
- Joint public service announcements in English and Spanish on the state's major radio stations, including Spanish stations.
- Joint signatories and agency logos on the survey cover letter and survey
- New "Coming To Your Mailbox" in color/ RIPIN bookmark mailed by the vendor two weeks prior to the SEPPS Survey
- New Cover Letter mailed with the Survey in March 2010 by vendor
- New "Back Pack" Reminders in color provided electronically in four languages to each districts Local Special Education Advisory Committee, to each school district special education office, and to each Rhode Island school Principal for local dissemination.
- New SEPPS Frequently Asked Questions developed, interpreted and disseminated
- RI Disaggregated Data sheet developed and disseminated
- Survey return date extended by two weeks in consideration for the historic RI floods of 2010
- RIPIN Call Center: Ongoing – Staff trained annually and available to respond to parent inquiries and requests for survey assistance, in partnership with the PTIC, through preparation and support of contact persons at the PTIC to receive calls and provide multilingual assistance throughout the survey period. A log was kept of all issues identified by the relatively small number of callers for use in informing subsequent administrations of the parent survey.

Marketing Challenge Noted: Despite extensive marketing and selection of a survey administration date during a least eventful time of year (e.g. no elections, no state assessment), the projected participation rate of 23% was not realized in FFY2009. Participation rate, although representative of the state, was 16.18%. The historic Rhode Island flooding occurred in the midst of the marketing campaign and it is suspect that this may have had an effect on the participation rate for FFY10 to some degree due to some Rhode Islanders being displaced from their homes.

- Creating and conducting Regional/Individual Technical Assistance sessions for all districts statewide, to build awareness of the statewide measure, the data it offers for improvement planning at the local level, each district's parent participation level for the annual survey, and each district's results on the measure. Districts were required to attend in pairs—a special education administrator and parent leader or LAC chair. To reach all districts, four regional sessions were provided and co-facilitated by parent, school, and state leaders, including a school principal, a PTIC representative, and a RIDE (SEA) representative. District pairs were very engaged, particularly interested in local results and participation rates, and generated updated written plans for taking on the role in their school communities of leading the effort to build awareness of the SEPPS, district results, and increasing participation rates. In addition, a sampling of LEA representatives were recruited to present at the regional technical assistance sessions and share strategies with their colleagues on the use of their individual SEPPS data and school improvement planning around school efforts to partner with families.
- Heightening Accountability: RIDE has an accountability system in place for monitoring Indicator #8 imbedded within the districts' annual web-based *AcceleGrants* applications for IDEA allocations since spring of 2009. An application

item addresses Indicator 8, requiring the district to report its district level results on the SEPPS, report its participation rate, and outline its plan for the upcoming year to build district level awareness of the measure, data yielded and its usefulness with district planning. The Parent Involvement item embedded in districts' *AcceleGrants* application creates a placeholder for the district to enter its own score and participation rate on the *SEPPS*; describe its parent involvement efforts as these address improvements implicated by SEPPS performance and align with the National Standards for Parent/Family Involvement Programs (PTA); describe its Local Special Education Parent Advisory Committee; highlight professional developments plans related to facilitating genuine IEP dialogue with families; and report on related parent involvement items such as culturally responsive practices.

- The release of annual IDEA allocations for FFY 2009 is contingent on district reporting of improvement plans related to parent involvement as well as a number of parent partnership elements related to Indicator 8.

Based on the belief that "what gets measured gets counted", this approach will provide districts in subsequent years with meaningful local data that provides direct, district-specific feedback and a focus for local efforts at parent involvement. It will also enable more customized improvement efforts based on individual district need and results in terms of *SEPPS* item analysis. Given that the development of the districts' annual application is generally a public process, this will provide an additional avenue for public reporting and for systematic check-in and technical assistance between RIDE and every school district each year regarding Indicator 8.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 09):

Given the magnitude, capacity implications of implementing and building working knowledge about a standardized, census-based statewide parent involvement measure, fiscal and human resources for Indicator 8 continue to maintain necessary contracts with the survey vendor, PTIC, and translators, maintain and enhance data and web-based systems, market the survey, and report results as necessary to successfully institutionalize the statewide survey process. In FFY 09 although Rhode Island did not meet the projected target, RI maintained the same statewide score and increased the participation rate by 1.18% from the previous year. Rhode Island's FFY 2009 Score: Statewide results revealed that 33% of parents responding to the survey (1,379 of 4178 respondents) reported school efforts at or above the state standard of 600, while the target for this fourth survey administration was projected at 38.88% reporting efforts at or above the standard. Results showed a statewide average score for FFY 2009 of 551 as compared to a score of 547 in the previous year. An increase of 4 points in the mean statewide score was achieved, against a projected target increase of 28 points over FFY 2008 results. Also meeting or exceeding expectations for FFY 2009 is the measurement reliability of .91-.94, against the expected reliability of .90 or better. This is important in terms of assuring that our results portray an accurate picture of school efforts to partner with families in Rhode Island.

Importantly, increased energy and resources were devoted in FFY 2009 to coordinate a dual screening of the data file utilized for the survey mailing, developing additional marketing pieces in support of the statewide survey distribution, building awareness of the PTIC and supporting local efforts. In addition, the parent involvement workgroup developed and offered a training session to districts entitled "Developing Pathways to Partnerships" based on the NSCEAM Training Manual. This was designed to offer an opportunity for district representatives and parents to enhance their partnership skills and planning regarding the school districts approach, atmosphere attitude and actions. The Office of Student Community and Academic Supports sponsored this opportunity in partnership with the PTIC to enhance the districts' capacity to build local partnerships with their parents and enhance parent involvement. Table one outlines the Indicator 8 improvement activities completed in FFY 2009.

**Table One: Rhode Island Improvement Activities Completed
For School/Family Partnership in FFY 09 (July 09 – June 10)**

Activity	Resources	Projected Timeline	Projected Status FFY 2009
<p>Convene the School/Family Partnership Workgroup. Indicator 8 workgroup will meet periodically. The Workgroup will advise, oversee, and share in the implementation of improvement activities. Work members include RIDE Liaison, PTIC Liaison, District Special Ed. Director, PSN Liaison, and a state level parent-professional training pair now contracted through the PTIC and funded by RIDE.</p>	<p>Time, meeting space, staffing, and materials shared among agencies.</p> <p>Co-Chair staffing provided by RIDE and PTIC.</p>	July 2009 – on-going	Completed
<p>Inform and provide technical assistance to local school districts and parents as partners</p> <p>Provide regional information and work sessions statewide to inform district school and parent leader pairs about the 2009-2010 <i>SEPPS</i> results, survey participation rates, usefulness of results, and suggested action planning to increase participation for the 2010-2011 survey.</p>	<p>Office for Student Community and Academic Supports funding with in-kind staffing from partner agencies.</p> <p>Contracted services as needed with school/family partners.</p>	November 2009	Completed scheduled sessions, developed and provided support materials and disseminated to districts as needed
<p>Public Awareness Campaign and Distribution of Parent Survey</p> <p>Conduct marketing campaign and administer <i>SEPPS</i> statewide for the 2009-2010 school year.</p> <p>Maintain all marketing activities <u>and enhance by adding:</u></p> <ul style="list-style-type: none"> --Direct mailing to every household prior to the survey mailing; --Addition of PTIC insert in direct mailing; --Redesigning the survey cover letter to increase family-friendly appearance and message; --Boost survey recognition by aligning designs of pre-survey notice and post-survey reminders with re-designed survey cover notice. --Dual screening of student address files utilized for survey distribution. <p>Indicator 8 workgroup, RIDE, and contracted vendor will work jointly to implement marketing activities, support distribution of the survey, and provide effective technical assistance to schools and family members as scheduled or requested. FAQ resource tailored to address questions arising from work with districts will be generated</p>	<p>Indicator 8 workgroup RIDE and contracted vendor</p> <p>Staffing, space, materials and equipment contributed from RIDE and partnering organizations.</p> <p>Modify contract with survey vendor to add inserts and to conduct additional direct mailing to every survey recipient.</p> <p>Contract with translation vendor to translation re-designed survey marketing materials and FAQ resource.</p>	March 2010	Completed all Tasks.

and translated.			
<p>Explore, develop and offer Communication Module as professional development to school communities</p> <p>School/Family Partnership Workgroup members will explore, develop and offer a communication module to school districts in support of school improvement planning around parent involvement and enhance existing structures/initiatives already in place.</p>	<p>Resources: Indicator 8 workgroup member knowledge</p> <p>NCSEAM training manual</p> <p>National PTA Standards for Parent Involvement Programs</p> <p>Best practice resources contributing by partner agencies</p> <p>Staffing, space, materials and equipment contributed from RIDE and partnering organizations. Co-Chair staffing provided by RIDE and PTIC.</p>	By May 2010	Completed the development and offering of a training session "Developing Pathways to Partnerships" based on the NSCEAM Training Manual. A participant evaluation was conducted for feedback and lessons learned.
<p>Make allocation funding contingent on LEA addressing Indicator 8</p> <p>Implement and administer new, comprehensive Parent Involvement item, including Indicator 8 elements, in the 2009-2010 annual local application for IDEA allocations (Consolidated Resource Plan (CRP), as reflected in the web-based application, AcceleGrants).</p> <p>Through review and approval of applications, provide assistance to districts in planning and reporting regarding Indicator 8 elements and related parent involvement plans in their annual application for IDEA funds.</p> <p>Review and revise as needed this item in preparation for the annual application for IDEA allocations for the 2010-2011 school year.</p>	<p>RIDE staff of Student Community and Academic Supports in collaboration with the RIDE Office of Finance and AcceleGrants vendor</p> <p>Partial contribution of resources of the of Student, Community and Academic Supports</p>	<p>July 2009</p> <p>Summer/Fall 2009</p> <p>June 2010</p>	Completed

<p>Continue annual public performance reporting</p> <p>Inform districts of their 2009-2010 <i>SEPPS</i> results and survey participation rates. Continue to encourage local leadership of parent and director pairs in building local awareness of the measure, the data it offers to improvement planning, and progress of local results.</p> <p>Provide district-specific consultation with the state level parent/professional consultation cadre as needed.</p>	<p><i>School/Family Partnership Workgroup</i></p> <p><i>RIDE resources to maintain contract with PTIC for cadre pair support.</i></p>	<p>May-June 2010</p>	<p>Completed</p>
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010

Revisions were made to the projected targets for FY10 at the recommendation of the survey research team. After consultation and careful consideration among the Parent Involvement Work Group it was apparent that the original targets for FFY10 needed to be adjusted. The justification for the revised target measures is as follows: Projected Targets for 2006-2012 were established in 2006. In retrospect the goals were statistically too ambitious. The response rate was set with an expected growth rate of approximately 1,000 respondents per year, while the response rate has stagnated around 4,000 since 2006. Also, the mean measure was expected to grow by about 20 points per year, while an increase of 8-10 points seems more reasonable. Original target setting was based upon an incorrect assumption that *measures* are normally-distributed. As seen from the histograms, the distribution of *measures* is tri-modal: there are low-scorers, high-scorers, and a large density of scorers around 500. It is for these reasons that the 2010 targets have been revised.

<p>2010 (2010-2011) Revision</p>	<p>Target: 34.5% percent of parents with a child receiving special education services reporting school efforts at or above the state standard for facilitating parent involvement as a means of improving services and results for children with disabilities.</p> <p>Target Increase: 1.5% from previous year (FY09) results</p> <p>Target Increase in Mean Measure: 8 . Mean Measure: 556 .</p> <p>Expected Standard Deviation: 150 or lower</p> <p>Expected Measurement Reliability: 0.90 or better</p> <p>Survey Date: March 2010</p> <p>N =5400 (18% response rate). Target sample size from census-based data collection from approximately 30,000 parents of students with disabilities, weighted as necessary for preschool and school-aged students, with respondents from every school district statewide.</p>
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Rhode Island maintains its commitment to the Indicator 8 targets as outlined (with noted FFY10 revisions and additional two year extension for FFY11 and FFY12) in its seven year (2005-2012) SPP. The RIDE Office of Student Community and Academic Supports maintains its commitment to providing IDEA Part B resources to improve activities outlined in its SPP, as well as continuing to work with partners to expand and blend resources on behalf of improved school efforts to involve parents and families as a means of improving services.

Improvement Strategy: Enable school districts to use survey results in their own improvement planning and inform parent involvement activities through the school districts approach, atmosphere attitude and actions. Much of the resources and energies in the first two years of survey administration were devoted to creating the state's capacity to launch this first measure of its kind, expand the state's data collection system to generate needed data files, and explore new marketing territory. This afforded RI the time to appreciate the depth of information this measure offers, not only in terms of state level, results-based progress monitoring, but in terms of disaggregated feedback to local school districts to inform their own practice and to measure their own progress. Given more understanding about the nature of the measure, and the potential impact on results that targeted improvement activity, based on specific item analysis of survey results, can bring, it has become apparent that it makes less sense to deliver state level training based on state level results and more sense to train local districts (parents and professionals) to understand the measure, the information yielded, and how to apply this information to locally tailored improvement activities based on district level item analysis and disaggregated results.

Tools:

- The annual district AcceleGrants application now serves as the centerpiece for annually documenting and prompting the progress of this work.
- National Standards for Parent/Family Involvement Programs (PTA)
- The FFY 2008 release of the training binder, *Improving Relationships & Results: Building Family and School Partnerships* was explored as a professional development resource to inform district level training and technical assistance to school districts, and will inform any professional development plans for subsequent years.

Justification: Public reporting of district level results and funding contingent, in part, on local awareness building and improvement planning, has prompted focused attention to schools' efforts to involve parents as one way of improving services to students with disabilities.

The aspect of the improvement plan that remains unchanged is continued awareness building of the measure, district level results, increasing survey participation rates, and how to use the results to make improvements in parent involvement practice. The Indicator 8 workgroup expanded its membership in FFY 2008 to include additional school and community representatives, and activated an on-going *School/Family Partnership Workgroup*. RI has now established and embedded in its PTIC a parent-professional consulting team to lead on-going assistance to districts regarding the use of the *SEPPS* in local improvement efforts related to Indicator 8 and parent involvement activities regarding the school districts approach, atmosphere attitude and actions as endorsed in the NSCEAM training manual.

Justification: Increased awareness of the measure, use of results, and improvement expectations has begun to provide clarity and focus for school efforts at parent involvement in school level planning, collaboration and professional development.

Overview of Improvement Activities and Timeline for FFY 10 (July 2010 - June 2011)

Activity	Resources	Projected Timeline	Projected Status FFY 2010
Continue to Convene the <i>School/Family Partnership Workgroup</i>. Indicator 8 workgroup will meet periodically. The Workgroup will advise, oversee, and share in the implementation of improvement activities. Work members include RIDE Liaison, PTIC Liaison, District Special Ed. Director, PSN Liaison, and a state level parent-professional training pair now contracted through the PTIC and funded by RIDE.	Time, meeting space, staffing, and materials shared among agencies. Co-Chair staffing provided by RIDE and PTIC.	July 2010 – on-going	Regularly scheduled Workgroup meetings

<p>Continue to Inform and provide technical assistance to local school districts and parents as partners</p> <p>Provide regional information and work sessions statewide to inform district school and parent leader pairs about the 2010-2011 <i>SEPPS</i> results, survey participation rates, usefulness of results, and suggested action planning to increase participation for the 2010-2011 survey.</p> <p>School Family Partnership Workgroup to present on a North East Regional Resource Center webinar regarding RI's work on Indicator 8</p> <p>School Family Partnership Workgroup to present On <i>SEPPS</i> at SEAN meeting</p>	<p>Office of Student Community and Academic Supports funding with in-kind staffing from partner agencies.</p> <p>Contracted services as needed with school/family partners.</p>	<p>November 2010</p>	<p>Sessions scheduled and support materials developed and disseminated to districts as needed</p>
<p>Public Awareness Campaign and Distribution of Parent Survey</p> <p>Conduct marketing campaign and administer <i>SEPPS</i> statewide for the 2010-2011 school year.</p> <p>Maintain marketing activities:</p> <ul style="list-style-type: none"> --Direct mailing to every household one week prior to the survey mailing; --Addition of PTIC insert in direct mailing; --Revisit the survey cover letter to increase family-friendly appearance and message or necessary updates; --Boost survey recognition by aligning designs of pre-survey notice and post-survey reminders with survey cover notice with updates as required. <p>Indicator 8 workgroup, RIDE, and contracted vendor will work jointly to implement marketing activities, support distribution of the survey, and provide effective technical assistance to schools and family members as scheduled or requested. FAQ resource tailored to address questions arising from work with districts will be generated and translated.</p>	<p>Indicator 8 workgroup RIDE and contracted vendor</p> <p>Staffing, space, materials and equipment contributed from RIDE and partnering organizations.</p> <p>Modify contract with survey vendor to add inserts and to conduct additional direct mailing to every survey recipient.</p> <p>Contract with translation vendor to translation re-designed survey marketing materials and FAQ.</p>	<p>March 2011</p>	<p>Effective administration of the <i>SEPPS</i> that meets projected FFY10 targets.</p>

<p>Provide a subsequent offering of the “Developing Pathways to Partnerships” training as well as explore, develop and offer a subsequent module as professional development to school communities</p> <p>School/Family Partnership Workgroup members will continue to explore and offer additional NSCEAM modules to school districts in continued support of school improvement planning around parent involvement and enhance existing structures/initiatives already in place.</p>	<p>Resources:</p> <p>Indicator 8 workgroup member knowledge</p> <p>NCSEAM training manual</p> <p>National PTA Standards for Parent Involvement Programs</p> <p>Best practice resources contributing by partner agencies</p> <p>Staffing, space, materials and equipment contributed from RIDE and partnering organizations.</p> <p>Co-Chair staffing provided by RIDE and PTIC.</p>	<p>Repeat of module by October 2010</p> <p>Subsequent module offered Spring 2011</p>	<p>Indicator 8 Workgroup to schedule and offer training sessions to school community and parents as partners</p> <p>Format: Parent-Professional session Leaders and follow up consultation.</p> <p>Parent-Professional pairing of participating district members</p> <p>Parent Panel offered as a component of the training session</p>
<p>Make allocation funding contingent on LEA addressing Indicator 8</p> <p>Implement and administer new, comprehensive Parent Involvement item, including Indicator 8 elements, in the 2010-2011 annual local application for IDEA allocations (Consolidated Resource Plan (CRP), as reflected in the web-based application, AcceleGrants).</p> <p>Through review and approval of applications, provide assistance to districts in planning and reporting regarding Indicator 8 elements and related parent involvement plans in their annual application for IDEA funds.</p> <p>Review and revise as needed this item in preparation for the annual application for IDEA allocations for the FFY11- 2011-2012 school year.</p>	<p>RIDE staff of the Office of Student Community and Academic Supports in collaboration with the RIDE Office of Finance and AcceleGrants vendor</p> <p>Partial contribution of resources of the Office of Student Community and Academic Supports</p>	<p>July 2010</p> <p>Summer/Fall 2010</p> <p>June 2011</p>	<p>Item fully embedded and administered in annual application.</p>
<p>Continue annual public performance reporting</p> <p>Inform districts of their 2010-2011 <i>SEPPS</i> results and survey participation rates. Continue to encourage local leadership of parent and director pairs in building local awareness of the measure, the data it offers to improvement planning, and progress of local results.</p>	<p><i>School/Family Partnership Workgroup</i></p>	<p>May-June 2011</p>	<p>Information to all districts</p>

Provide district-specific consultation with the state level parent/professional consultation cadre as needed.	<i>RIDE resources to maintain contract with PTIC for cadre pair support.</i>		
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Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children

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with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:

http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx.

Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/.

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100. (1 LEA divided by 50 LEAs) x 100 = 2%

In analyzing data for this indicator, the State used its Fall October 2009 Enrollment and December 2009 Child Count for the FFY 2009 SPP/APR submission.

Definition of “Disproportionate Representation” and Methodology

Disproportionate Representation is defined as a risk ratio of 2.5 or higher or less than 0.40 for two consecutive years with a minimum n size of 10 students and at least a 1% difference between LEA risk and national risk (step one) plus evidence of policies, procedures, and/or practices which result in inappropriate identification (step two). Evidence was collected from multiple sources: record reviews, onsite visits, district submissions in the consolidated resource plan, records of complaints, mediations, and hearings.

Step One: Using the criteria established above, the State determined that 12 school districts were identified as meeting the data threshold for disproportionate representation. (Step One)

Step Two: Determining if Disproportionate Representation is the Result of Inappropriate Identification

The State reviewed the childfind, evaluation, and eligibility policies, procedures, and practices of the 12 districts identified in step 1 of the FFY 2009 data review as having disproportionate representation to determine whether the disproportionate representation was the result of inappropriate identification. Evidence was collected from multiple sources:

- on-site record reviews which occur both as part of the School Support System of Focused Monitoring and also as part of additional probes in response to disproportionality data.

- onsite visits in which district general education and special education leadership, building principals, special education and general education teaching staff, related service providers, parents, and students are interviewed regarding childfind, evaluation, and eligibility practices, procedures, and policies and/or review of previous action plans for addressing disproportionality and accompanying revisions of policies, procedures, and practices.
- required district submissions of a disproportionality self-assessment and corresponding evidence checklist as a Word document in the Consolidated Resource Plan/Accelegrants IDEA application June 2009 as well as new or revised policies, procedures, and practices provided through the that same process in both June 2009 and at the January/February 2010 amendment period.
- records of complaints, mediations, and hearings.

As a result of its extensive verification process, the State found that 1 district was noncompliant with the eligibility and evaluation requirements. Accordingly, the State determined that 1 of the 12 districts had disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification. The State held in district face to face meetings February 18 and 24, 2010 with then current district leadership to examine the data and findings, develop new action plans for improvement and correction of noncompliance within one year. Subsequent in district face to face meeting was held with new district leadership on September 15, 2010 to repeat this process with new personnel. Correction of noncompliance will be reported in the FFY 2010 APR due February 1, 2012.

Actual Target Data for FFY 2009:

FFY	Measurable and Rigorous Target
<i>FFY 2009</i>	0% of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification	Percent of Districts
FFY 2009 (2009-2010)	50	12	1	2.00%

No Asian students were disproportionately represented. Black students are disproportionately represented in 3 districts and Native American students are disproportionately represented in 5 districts. Hispanic students are disproportionately represented in 3 districts. White students are disproportionately represented in 5 districts. No district which met the n size requirement had under representation. In one district, Black and Hispanic students are disproportionately represented due to inappropriate identification practices.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:

Progress in the area of disproportionate representation due to inappropriate identification practices is likely due to continued emphasis on and attention to the issue in statewide technical assistance, the School Support System of

Focused Monitoring, the annual Consolidated Resource Plan/Accellegrants IDEA submission. LEAs received targeted technical assistance from RIDE in collaboration with the New England Equity Assistance Center, the Rhode Island Technical Assistance Project, and the Northern RI Educational Collaborative. Topics included culturally responsive educational practices, distinguishing cultural and linguistic difference from disability, response to intervention (Rtl) initiatives for serving all students with responsive systems of supports and interventions, technical assistance and guidance on the implementation of state regulations for the education of English language learners, and Rtl for English Language Learners. RIDE requested additional technical assistance from the University of RI School Psychology program and New England Equity Assistance Center which provided further targeted technical assistance to four LEAs with disproportionate representation.

Slippage occurred in the instance of a district with new cases of disproportionate representation for two racial/ethnic groups that have recently increased in enrollments.

Review and revision of SEA policies, procedures, and practices has included the following activities:

- Implementation of the state basic education plan including Chapter 14 Supports to Students June 2010 (disseminated June 2009)
- District action plans for the implementation of state criteria for identifying students with learning disabilities 2009-10 school year
- Implementation of new statewide ELL Exit Criteria to prevent inappropriate early exits
- Finalized guidance on the implementation of Rtl for identifying students with learning disabilities with TA sessions Jan. - April 2010
- Technical assistance on LEA obligations to English Language Learners whose parents waive program placement October 2009

Correction of FFY 2008 Findings of Noncompliance (if State did not report 0%):

Level of compliance (actual target data) State reported for FFY 2008 for this indicator: 0 %

1. Number of findings of noncompliance the State made during FFY 2008 (the period from July 1, 2008 through June 30, 2009)	0
2. Number of FFY 2008 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	NA
3. Number of FFY 2008 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2008 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2008 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2008 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	NA
6. Number of FFY 2008 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

Actions Taken if Noncompliance Not Corrected:

NA

Verification of Correction (either timely or subsequent):

NA

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2008:

NA

Correction of Remaining FFY 2007 Findings of Noncompliance (if applicable):

In FFY08 the state reported that all 4 of FFY 2007 findings were verified as corrected beyond the one-year timeline ("subsequent correction"). The state does not have remaining FFY2007 corrections of non-compliance.

1. Number of remaining FFY 2007 findings noted in OSEP's June 2010 FFY 2008 APR response table for this indicator	NA
1. Number of remaining FFY 2007 findings the State has verified as corrected	NA
2. Number of remaining FFY 2007 findings the State has not verified as corrected [(1) minus (2)]	0

Verification of Correction of Remaining FFY 2007 findings:

The state does not have remaining FFY2007 corrections of non-compliance to verify.

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2007:

The state does not have remaining FFY2007 corrections of non-compliance to verify.

Correction of Any Remaining Findings of Noncompliance from FFY 2006 or Earlier (if applicable):

The state does not have remaining FFY2006 corrections of non-compliance.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
Given the requirements of this indicator, it is not sufficient to solely identify systemic noncompliance. In the FFY 2009 APR, the State must report on all findings of noncompliance, including child-specific findings of noncompliance, identified in FFY 2009.	<p>File reviews for the district found to be disproportionate due to inappropriate identification were begun under previous district leadership and are still in process under new district leadership. At this point, no child-specific findings of noncompliance have been identified.</p> <p>Individual file reviews were completed in an additional district as part of both special education School Support System of Focused Monitoring and ELL monitoring where concerns over appropriate identification practices surfaced. File reviews showed no child-specific findings of noncompliance.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010 (if applicable):

Improvement Activities/Timelines/Resources (through 2010):

Key: Yellow Highlight=Revised, Red Font=New, Blue Font=Justification

At the state level, Rhode Island is examining existing policies, practices, and procedures to determine where changes may need to occur across the system and working to build its capacity to address these and other systemic issues. Rhode Island has requested technical assistance from Northeastern Regional Resource Center (NERRC), New England Equity Assistance Center (NEEAC), and other national consultants to address associated issues from a systems improvement perspective. A Disproportionality Workgroup has been convened to review Rhode Island's data analysis and to advise on Rhode Island procedures for identifying and addressing racial, linguistic, gender, and disability status disproportionality. Within the SEA, information on disproportionality in Rhode Island will be shared to familiarize state staff with the issues and related factors, including using disproportionality data to guide practices and revise policies and procedures. Rhode Island's data analysis will continue to utilize data collected from narrative reports, interviews, and record reviews through Rhode Island's Collaborative System of Focused Monitoring: School Support System as well as the LEAs' applications for Consolidated Resource Plan for Federal Funding to determine if disproportionate representation is due to inappropriate identification. Both self-assessments and paper reviews will inform regular on-site visits as well as the day-to-day district liaison work conducted by Office of Student, Community and Academic Supports staff. Rhode Island will continue to implement procedures for identifying, monitoring, and addressing racial, linguistic, gender, and disability status disproportionality based on the data analysis. Attention will be given to the determination of causal factors for disproportionate representation due to inappropriate identification. Due to continued changes in district leadership and shifting demographics, the SEA seeks to increase technical assistance capacity to prevent further new findings of disproportionate representation due to inappropriate identification practices.

Activities/Results	Timelines	Resources
Interaction with disproportionate districts to support district self-analysis, planning, design of tailored Technical Assistance with priority on those districts that have alternate or weighted risk ratios > 2 SD above the mean; Results: multiple meetings with LEAs plus contracted technical assistance delivered (agendas, ppts, handouts)	2006-2007	Districts, RI Department of Education, Office of Student, Community and Academic Supports personnel, RI Technical Assistance Project, RI Disproportionality Workgroup, Professional Development Group via Northern RI Collaborative
Development of TA Guidance and Self- Assessment Tools on Early Intervening and Cultural Competence Results: Guidance and Tools folded into CRP process for annual use	2007-2008	RI Disproportionality Workgroup, Professional Development Group via Northern RI Collaborative, NEEAC, NERRC
Interaction with disproportionate districts to support district implementation of plans in an evaluation and revision cycle through the Consolidated Resource Plan Process: This process includes a review of written LEA screening, referral, evaluation, and eligibility determination policies, practices, and procedures; review of discipline policies, referral procedures, placement procedures, etc. Results: TA sessions held, email correspondence for ongoing support, submission of policies, procedures, and practices	Annually: May/June 2007 May/June 2008 May/June 2009 May/June 2010 May/June 2011	RI Department of Education, Office of Student, Community and Academic Supports personnel RIDE Office of Student, Community and Academic Supports personnel and contracted TA partners (NRIC, NEEAC) RIDE Office for Student, Community, and Academic Supports personnel and contracted TA partners (NRIC,

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including revisions and public reporting in CRP annually through Accelegrants online system.		NEEAC, URI, RIC)
Interaction with disproportionate districts to support district implementation of plans in an evaluation and revision cycle through the RI Department of Education, Office of Student, Community and Academic Supports collaborative system of focused monitoring: School Support System (SSS). This process includes a review of the continuum of services and supports available to students within the district prior to referral for special education; SSS review of currently available disproportionality data; record reviews of a selection of student records to identify problematic or discriminatory policies or procedures and to determine if LEA policies and procedures were being followed; interviews with LEA general and special education staff, administrators, parents, and other stakeholders. Results: examination of policies, procedures, and practices plus disproportionality data in each monitoring process and report	Ongoing	RI Department of Education, Office of Student, Community and Academic Supports personnel, RI Technical Assistance Project personnel, school and LEA volunteer participants
Individual meetings with districts to examine data on significant disproportionality and EIS data to support district self-analysis, planning, and, in some cases, design of tailored Technical Assistance Results: Annual meetings with agendas, handouts, action plans	Annually: March/April 2007 March/April 2008 March/April 2009 March/April 2010 March/April 2011	RIDE Office for Student, Community, and Academic Supports personnel sometimes including contracted TA partners (NRIC, NEEAC, URI, RIC)
Individual meetings with disproportionate districts (out of compliance) to support district self-analysis, planning, design of tailored Technical Assistance via examination of district self-assessment and evidence checklist information, revised policies, procedures, and	March/April 2008 March/April 2009 March/April 2010 March/April 2011	RIDE Office for Student, Community, and Academic Supports personnel and contracted TA partners (NRIC, NEEAC, URI, RIC)

<p>practices, risk ratio data, enrollment trends, file review data, and any pertinent connections from Indicators 4 and 11, AYP determinations under Title I, and/or AMAO targets under Title III.</p> <p>Results: Annual meetings with agendas, handouts, action plans</p>		
<p>Provide both regional and district embedded and ongoing targeted technical assistance on the implementation of Response to Intervention to prevent and reduce disproportionality, improve achievement of at risk general education students (RI Strategic Plan Priority AS1.2 and 1.3), and clarify the role of RtI in the Full and Individual Evaluation.</p> <p>Results: TA sessions delivered, materials posted on web</p>	<p>Ongoing each school year</p> <p>2008-2009</p> <p>2009-2010</p> <p>2010-2011</p>	<p>RIDE Office for Student, Community, and Academic Supports personnel and contracted TA partners (NRIC, NEEAC, URI, RIC)</p>

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:

http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx.

Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/.

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100. $(4/50) \times 100 = 8\%$.

In analyzing data for this indicator, the State used its Fall October 2009 Enrollment and December 2009 Child Count for the FFY 2009 SPP/APR submission.

Definition of "Disproportionate Representation" and Methodology

Disproportionate Representation is defined as a risk ratio of 2.5 or higher or less than 0.40 for two consecutive years with a minimum n size of 10 students and at least a 1% difference between LEA risk and national risk (step one) plus evidence of policies, procedures, and/or practices which result in inappropriate identification (step two). Evidence was collected from multiple sources: record reviews, onsite visits, district submissions in the consolidated resource plan, records of complaints, mediations, and hearings.

Step One: Using the criteria established above, the State determined that 23 school districts were identified as meeting the data threshold for disproportionate representation. (Step One)

Step Two: Determining if Disproportionate Representation is the Result of Inappropriate Identification

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The State reviewed the childfind, evaluation, and eligibility policies, procedures, and practices of the 23 districts identified in step 1 of the FFY 2009 data review as having disproportionate representation to determine whether the disproportionate representation was the result of inappropriate identification. Evidence was collected from multiple sources:

- on-site record reviews which occur both as part of the School Support System of Focused Monitoring and also as part of additional probes in response to disproportionality data.
- onsite visits in which district general education and special education leadership, building principals, special education and general education teaching staff, related service providers, parents, and students are interviewed regarding childfind, evaluation, and eligibility practices, procedures, and policies and/or review of previous action plans for addressing disproportionality and accompanying revisions of policies, procedures, and practices.
- required district submissions of a disproportionality self-assessment and corresponding evidence checklist as a Word document in the Consolidated Resource Plan/Accelegrants IDEA application June 2009 as well as new or revised policies, procedures, and practices provided through the that same process in both June 2009 and at the January/February 2010 amendment period.
- records of complaints, mediations, and hearings.

As a result of its extensive verification process, the State found that 2 districts were noncompliant with the eligibility 34 CFR §300.306(b)(1) and 34 CFR §300.306(c)(1) and evaluation 34 CFR §300.304(b)(1) requirements and 2 with childfind 34 CFR §300.311. Accordingly, the State determined that 4 of the 23 districts had disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification. These districts were identified for four different disability categories (LD, ED, Speech/Language Disorders, and OHI) for three different racial/ethnic groups (Black, Hispanic, White). One district was flagged for more than one of those disability categories for one racial/ethnic group. Another district flagged for two disability categories for only one racial/ethnic group. Two additional districts were flagged for one disability category for only one racial/ethnic group.

The State held in district face to face meetings between February and May 2010 with district leadership to examine the data and findings, develop new action plans for improvement and correction of noncompliance within one year. Two districts have actively participated in multiple technical assistance sessions which have directly impacted eligibility policies, procedures, and practices. Through revision of policies, procedures, and practice and targeted technical assistance, two districts have corrected non-compliance. Verification of correction of non-compliance occurred via

- monitoring of corrective action plans by RIDE and
- examination of evidence of revised policies, procedures, and practices submitted to RIDE and
- examination of subsequent data for analysis of upward and downward trends in numbers of students by race/ethnicity in particular disability categories, enrollment trends by race/ethnicity, risk ratios by race/ethnicity and disability category, numbers of students benefitting from EIS activities by race/ethnicity and number subsequently found eligible for special education

The verification activities are tailored to the particular case of noncompliance. For example, where practices led to inappropriate identification for LD, RIDE required the district to participate in targeted technical assistance on RtI implementation delivered in district to building based teams. This training was provided by RIDE in coordination with the Northern RI Collaborative Systems of Support Technical Assistance Project and the University of RI School Psychology program on a weekly basis and will continue through June 2010. Technical assistance providers participate in quarterly action plan progress check in meetings.

Actual Target Data for FFY 2009:

FFY	Measurable and Rigorous Target
<i>FFY 2009</i>	<i>0%</i>

Districts with Disproportionate Representation of Racial and Ethnic Groups in Specific Disability categories that was the Result of Inappropriate Identification

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups in specific disability categories that was the Result of Inappropriate Identification	Percent of Districts
FFY 2009 (2009-2010)	50	23	4	8.00%

No district which met the n size requirement had under representation.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:

Slippage that occurred for FFY2009 likely relates to improper application of new criteria for identification of Learning Disabilities in two cases and in district challenges with changing demographics. Two of the districts had previous areas of disproportionate representation for different disability categories and/or races which had been corrected and the current findings are for different racial/ethnic groups in different disability categories. Two other districts did not have previous compliance findings for disproportionate representation, but one did have related findings for indicator 4 suspension/expulsion which connect to disproportionate representation of students with ED.

RI continues to provide emphasis on and attention to the issue in statewide technical assistance, the School Support System of Focused Monitoring, the annual Consolidated Resource Plan/Accelegrants IDEA submission. LEAs received targeted technical assistance from RIDE in collaboration with the New England Equity Assistance Center, the Rhode Island Technical Assistance Project, and the Northern RI Educational Collaborative. Topics included culturally responsive educational practices, distinguishing cultural and linguistic difference from disability, response to intervention (Rtl) initiatives for serving all students with responsive systems of supports and interventions, technical assistance and guidance on the implementation of state regulations for the education of English language learners, and Rtl for English Language Learners. RIDE requested additional technical assistance from the University of RI School Psychology program and New England Equity Assistance Center which provided further targeted technical assistance to four LEAs with disproportionate representation.

Review and revision of SEA policies, procedures, and practices has included the following activities:

- Implementation of the state basic education plan including Chapter 14 Supports to Students June 2010 (disseminated June 2009)
- District action plans for the implementation of state criteria for identifying students with learning disabilities 2009-10 school year
- Implementation of new statewide ELL Exit Criteria to prevent inappropriate early exits
- Finalized guidance on the implementation of Rtl for identifying students with learning disabilities with TA sessions Jan. - April 2010
- Technical assistance on LEA obligations to English Language Learners whose parents waive program placement October 2009

Correction of FFY 2008 Findings of Noncompliance (if State reported more than 0% compliance):

Level of compliance (actual target data) State reported for FFY 2008 for this indicator: 6 %

7. Number of findings of noncompliance the State made during FFY 2008 (the period from July 1, 2008 through June 30, 2009)	5
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8. Number of FFY 2008 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	2
9. Number of FFY 2008 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	3

Correction of FFY 2008 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

10. Number of FFY 2008 findings not timely corrected (same as the number from (3) above)	3
11. Number of FFY 2008 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	3
12. Number of FFY 2008 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

Actions Taken if Noncompliance Not Corrected:

NA – All FFY2008 Findings of noncompliance were corrected

Verification of Correction (either timely or subsequent):

As reported in June 2010 revisions, the State held face to face meetings with district leadership including the special education director regarding the findings of noncompliance. The State directed these districts to develop improvement plans and participate in targeted technical assistance to correct the noncompliance. Districts have actively participated in multiple technical assistance sessions which have directly impacted eligibility policies, procedures, and practices. Through revision of policies, procedures, and practice and targeted technical assistance, all three districts have corrected non-compliance. Verification of correction of non-compliance occurred via

- monitoring of district negotiated agreements and corrective action plans by RIDE and/or
- examination of evidence of revised policies, procedures, and practices submitted to RIDE and/or
- student file reviews and
- examination of data (EIS data, eligibility, CRP data, trends in numbers of students by race/ethnicity in particular disability categories, enrollment trends by race/ethnicity, risk ratios by race/ethnicity and disability category)

Describe of the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2008:

The verification activities are tailored to the particular case of noncompliance. For example, where practices led to inappropriate identification, RIDE required the district to provide evidence of training to district staff to change practices. This training was provided by RIDE in coordination with the Northern RI Collaborative Systems of Support Technical Assistance Project on a monthly basis for the duration of the school year. Each monthly session builds upon the previous session and on the district work completed in the interim. As this district was disproportionate for ED and OHI, a portion of the technical assistance was focused on redefining the roles of school psychologists in the district to drive a change in practices regarding identification of students with ED and OHI. Additional technical assistance on culturally responsive education and education of ELLs was provided by the New England Equity Assistance Center. Subsequent action plan progress reviews with both district leadership and technical assistance providers and submission of revised policies, procedures, and practices verified the correction of the findings of noncompliance.

Correction of Remaining FFY 2007 Findings of Noncompliance (if applicable):

In FFY08 the state reported that all 4 of FFY 2007 findings were verified as corrected beyond the one-year timeline ("subsequent correction"). The state does not have remaining FFY2007 corrections of non-compliance.

3. Number of remaining FFY 2007 findings noted in OSEP's June 2010 FFY 2008 APR response table for this indicator	NA
4. Number of remaining FFY 2007 findings the State has verified as corrected	NA
5. Number of remaining FFY 2007 findings the State has not verified as corrected [(1) minus (2)]	0

Verification of Correction of Remaining FFY 2007 findings:

The state does not have remaining FFY2007 corrections of non-compliance to verify.

Describe of the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2007:

The state does not have remaining FFY2007 corrections of non-compliance to verify.

**Correction of Any Remaining Findings of Noncompliance from FFY 2006 or Earlier (if applicable):
Provide information regarding correction using the same Table format provided above.**

The state does not have remaining FFY2006 corrections of non-compliance.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
Given the requirements of this indicator, it is not sufficient to solely identify systemic noncompliance. In the FFY 2009 APR, the State must report on all findings of noncompliance, including child-specific findings of noncompliance, identified in FFY 2009.	File reviews for one district found to be disproportionate due to inappropriate identification in the disability categories of LD were begun under previous district leadership and are still in process under new district leadership. At this point, no child-specific findings of noncompliance have been identified.
The State must demonstrate, in the FFY 2009 APR, that the districts identified in FFY 2008 with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification are in compliance with the requirements of 34 CFR §§300.111, 300.201, and 300.301 through 300.311, including that the State verified that each district with noncompliance: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memorandum 09-02, dated October 17, 2008 (OSEP Memo 09-02). In the FFY 2009 APR, the State must describe the specific actions that were taken to verify the correction.	The state has provided more detail regarding verification of correction of noncompliance on the bottom of page 4 and top of page 5 of this report.

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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010 (if applicable):

Improvement Activities/Timelines/Resources (through 2010):

Key: Yellow Highlight=Revised, Red Font=New, Blue Font=Justification

At the state level, Rhode Island is examining existing policies, practices, and procedures to determine where changes may need to occur across the system and working to build its capacity to address these and other systemic issues. Rhode Island has requested technical assistance from Northeastern Regional Resource Center (NERRC), New England Equity Assistance Center (NEEAC), and other national consultants to address associated issues from a systems improvement perspective. A Disproportionality Workgroup has been convened to review Rhode Island's data analysis and to advise on Rhode Island procedures for identifying and addressing racial, linguistic, gender, and disability status disproportionality. Within the SEA, information on disproportionality in Rhode Island will be shared to familiarize state staff with the issues and related factors, including using disproportionality data to guide practices and revise policies and procedures. Rhode Island's data analysis will continue to utilize data collected from narrative reports, interviews, and record reviews through Rhode Island's Collaborative System of Focused Monitoring: School Support System as well as the LEAs' applications for Consolidated Resource Plan for Federal Funding to determine if disproportionate representation is due to inappropriate identification. Both self-assessments and paper reviews will inform regular on-site visits as well as the day-to-day district liaison work conducted by Office of Student, Community and Academic Supports staff. Rhode Island will continue to implement procedures for identifying, monitoring, and addressing racial, linguistic, gender, and disability status disproportionality based on the data analysis. Attention will be given to the determination of causal factors for disproportionate representation due to inappropriate identification. Due to continued changes in district leadership and shifting demographics, the SEA seeks to increase technical assistance capacity to prevent further new findings of disproportionate representation due to inappropriate identification practices.

Activities/Results	Timelines	Resources
Interaction with disproportionate districts to support district self-analysis, planning, design of tailored Technical Assistance with priority on those districts that have alternate or weighted risk ratios > 2 SD above the mean; Results: multiple meetings with LEAs plus contracted technical assistance delivered (agendas, ppts, handouts)	2006-2007	Districts, RI Department of Education, Office of Student, Community and Academic Supports personnel, RI Technical Assistance Project, RI Disproportionality Workgroup, Professional Development Group via Northern RI Collaborative
Development of TA Guidance and Self- Assessment Tools on Early Intervening and Cultural Competence Results: Guidance and Tools folded into CRP process for annual use	2007-2008	RI Disproportionality Workgroup, Professional Development Group via Northern RI Collaborative, NEEAC, NERRC
Interaction with disproportionate districts to support district implementation of plans in an evaluation and revision cycle through the Consolidated Resource Plan Process: This process includes a review of	Annually: May/June 2007 May/June 2008	RI Department of Education, Office of Student, Community and Academic Supports personnel

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<p>written LEA screening, referral, evaluation, and eligibility determination policies, practices, and procedures; review of discipline policies, referral procedures, placement procedures, etc.</p> <p>Results: TA sessions held, email correspondence for ongoing support, submission of policies, procedures, and practices including revisions and public reporting in CRP annually through Acelegrants online system.</p>	<p>May/June 2009</p> <p>May/June 2010</p> <p>May/June 2011</p>	<p>RIDE Office of Student, Community and Academic Supports personnel and contracted TA partners (NRIC, NEEAC)</p> <p>RIDE Office for Student, Community, and Academic Supports personnel and contracted TA partners (NRIC, NEEAC, URI, RIC)</p>
<p>Interaction with disproportionate districts to support district implementation of plans in an evaluation and revision cycle through the RI Department of Education, Office of Student, Community and Academic Supports collaborative system of focused monitoring: School Support System (SSS). This process includes a review of the continuum of services and supports available to students within the district prior to referral for special education; SSS review of currently available disproportionality data; record reviews of a selection of student records to identify problematic or discriminatory policies or procedures and to determine if LEA policies and procedures were being followed; interviews with LEA general and special education staff, administrators, parents, and other stakeholders.</p> <p>Results: examination of policies, procedures, and practices plus disproportionality data in each monitoring process and report</p>	<p>Ongoing</p>	<p>RI Department of Education, Office of Student, Community and Academic Supports personnel, RI Technical Assistance Project personnel, school and LEA volunteer participants</p>
<p>Individual meetings with districts to examine data on significant disproportionality and EIS data to support district self-analysis, planning, and, in some cases, design of tailored Technical Assistance</p> <p>Results: Annual meetings with agendas, handouts, action plans</p>	<p>Annually:</p> <p>March/April 2007</p> <p>March/April 2008</p> <p>March/April 2009</p> <p>March/April 2010</p> <p>March/April 2011</p>	<p>RIDE Office for Student, Community, and Academic Supports personnel sometimes including contracted TA partners (NRIC, NEEAC, URI, RIC)</p>

<p>Individual meetings with disproportionate districts (out of compliance) to support district self-analysis, planning, design of tailored Technical Assistance via examination of district self-assessment and evidence checklist information, revised policies, procedures, and practices, risk ratio data, enrollment trends, file review data, and any pertinent connections from Indicators 4 and 11, AYP determinations under Title I, and/or AMAO targets under Title III.</p> <p>Results: Annual meetings with agendas, handouts, action plans</p>	<p>March/April 2008</p> <p>March/April 2009</p> <p>March/April 2010</p> <p>March/April 2011</p>	<p>RIDE Office for Student, Community, and Academic Supports personnel and contracted TA partners (NRIC, NEEAC, URI, RIC)</p>
<p>Provide both regional and district embedded and ongoing targeted technical assistance on the implementation of Response to Intervention to prevent and reduce disproportionality, improve achievement of at risk general education students (RI Strategic Plan Priority AS1.2 and 1.3), and clarify the role of RtI in the Full and Individual Evaluation.</p> <p>Results: TA sessions delivered, materials posted on web</p>	<p>Ongoing each school year 2008-2009</p> <p>2009-2010</p> <p>2010-2011</p>	<p>RIDE Office for Student, Community, and Academic Supports personnel and contracted TA partners (NRIC, NEEAC, URI, RIC)</p>
<p>Reconvene stakeholder group to develop guidance on determining students eligible under OHI and ED.</p> <p>Results: draft guidance developed</p>	<p>Ongoing meetings for drafting guidance Feb 2011 - Sept 2011</p>	<p>RIDE Office for Student, Community, and Academic Supports personnel and contracted TA partners (NRIC, NEEAC, URI, RIC) along with district representatives.</p>

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development:

Indicator 11: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a) (3)(B))

Monitoring Priority: Effective General Supervision Part B / Child Find

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # of children whose evaluations were completed within 60 days (or State-established timeline).

Account for children included in a. but not included in b. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

FFY	Measurable and Rigorous Target
FFY 2009	100%

Actual Target Data for FFY 2009:

FY09 = School Year 2009 - 2010 = 88.16% of children in Rhode Island with parental consent for initial evaluation were evaluated within the state established timeline. The measurable and rigorous target of 100% was not met for FY09.

- a) Number of students found not eligible within timeline = 391
- b) Number of student found eligible within timeline = 1552
- c) Total number of students for whom parental consent was received = 2204

$391 + 1552 = 1943 / 2204 \times 100\% = 88.16\%$ of children with parental consent for initial evaluation were evaluated within the state established timeline.

Describe the method used to collect data – if data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year (July 1, 2009 – June 30, 2010).

Method used to collect this data:

The Rhode Island Department of Education utilizes a web-based eRIDE Special Education Evaluation System to annually collect data for reporting purposes on Indicator 11. This system is inclusive of all applicable local education agencies. Data is not obtained by sampling. The eRIDE Special Education Evaluation System was modified to meet the simplified measurement of Indicator 11.

To ensure that the data is accurate, reliable and valid, the system has built in reports, tools and required documentation to assist the local education agencies with the reporting requirements. The system validates the data upon input into the

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system via data validation rules to ensure that the data is within system specifications. The system has built in maintenance reports, to ensure the data is cleaned, accurate and reliable. RIDE provides local education agency personnel with technical assistance and professional development opportunities to ensure ease of use of the system and data reliability.

The system has verifying mechanisms that were developed to ensure that local education agencies are reporting all relevant students, not just only those students whose initial evaluation data falls within the 100% compliance rate. The first method starts with the current Special Education Census System (state wide database). The current school year's Special Education Census is compared with the previous year's Special Education Census. Any student who only appears in the current year's Special Education Census (state wide database) and was not reported in the previous year's Special Education Census, is listed on Maintenance Report 42. Report 42 captures students who are Not in the June 2010 Special Education Census and **currently** in the Special Education Census **without** an Evaluation Record. This maintenance report appears on the two separate systems- the current eRIDE Special Education Census as well as on the eRIDE Special Education Evaluation System (Indicator 11). All students on Maintenance Report 42 must be accounted for on the eRIDE Special Education Evaluation System by their local education agency. Until the local education agency accounts for all students on Report 42, by recording the student appropriately on the Special Education Evaluation System, the student will continue to appear on Maintenance Report 42. The logic behind this report is simple, any student who appears only on the current Special Education Census, most likely had an initial evaluation recently and was determined eligible for special education services, but was not recorded.

Another feature of the Special Education Evaluation System is the quarterly reporting feature. The Special Education Evaluation System generates cumulative percentage rate reports and student record reports. These features allow the local education agencies to submit required quarterly reports to RIDE with ease. The following requirements for each local education agency are as follows:

- 1) Each local education agency must submit an **Annual Corrective Action Plan** to RIDE. Each quarter the local education agency must review their Corrective Action Plan, and if the local education agency is not at 100%, the local education agency must add or revise steps to the Corrective Action Plan to explain what modifications or additions they will implement ensure 100% compliance.
- 2) The Special Education Evaluation System generates an Indicator 11 report for each local education agency with their cumulative percentage rate of compliance at the close of each quarter. In turn, the local education agency is required to submit a **Quarterly Report** to RIDE inclusive of their cumulative percentage rate at that point in time and status of their Annual Corrective Action Plan. If the local education agency has met 100% compliance, no revisions are required to their Corrective Action Plan for that quarter. The local education agency simply records their percentage rate on the appropriate quarterly report and checks off a box that states "I have reached 100% compliance and will maintain my Corrective Action Plan and will not add or revise any action steps this quarter" If a local education agency has not met 100% compliance revisions to the Corrective Action Plan are required. The local education agency simply records their percentage rate of non compliance on the appropriate quarterly report, checks off the box that states "I have NOT reached 100% compliance and will revise my Corrective Action Plan as follows by adding or revising the following steps." in order to meet 100% compliance. A local education agency is required to revise or add steps to their Annual Corrective Action plan each quarter as to ensure the local education agency is focused on the present data in the system and has a plan toward the target of 100% compliance on Indicator 11 by the close of the year. This Quarterly Report is dated and submitted to RIDE by the Special Education Administrator from each local education agency at the end of every quarter.
- 3) The Special Education Evaluation System generates a student record verification report each quarter for each local education agency, which randomly selects students entered on the Special Education Evaluation System. The local education agency is required to submit a **Quarterly Student Record Verification Sheet** on the selected students to RIDE, in order to verify the student information entered on the system. The Student Record Verification Sheet includes a summary of the student information for the selected students and supporting documentation. This verification method is utilized to ensure accuracy and reliability of the data on the system for all local education agencies. In addition, during RIDE School Support System visits to the local education agencies, a number of student records are selected for review and verification. This verification of selected student records is another effort utilized to ensure a comprehensive and reliable data system.

The data is collected electronically via the eRIDE Special Education Evaluation System on July 30th to allow a month beyond the completion of the school year to ensure that all pertinent data is recorded. In a case where a child's evaluation information has not been completed and the child's data is still in process when the data is collected, their records are not closed out on the system, but carried forward until the evaluation process is completed and the completion date is entered into the Special Education Evaluation System, this useful function is built into the database itself. The data is reviewed by the Rhode Island Department of Education on a quarterly basis and reminders are sent to Special Education

Administrators to address such scenarios. Special Education Administrators have access to their local education agency's timeline information on a daily basis via the eRIDE system. The eRIDE Special Education Evaluation System provides each local education agency with an Indicator 11 report which displays their percentage rate of compliance at any given time. This affords each local education agency to be apprised of their compliance rate at any time during the school year.

Children Evaluated Within 60 Days (or State-established timeline):

a. Number of children for whom parental consent to evaluate was received	2204
b. Number of children whose evaluations were completed within 60 days (or State-established timeline)	1943
Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established-timeline) (Percent = [(b) divided by (a)] times 100)	88.16%

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**MAC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "!Zero Divide"), then right click (PC) or select the control key (Mac) for a menu of options, and then select "update field."*

Account for children included in (a) but not included in (b):

Account for children included in (a) but not included in (b):

In school year 2009-2010 there were 391 students statewide for whom parental consent to evaluate was received and included in (a) but not included in (b). The 391 children did not receive a timely initial evaluation based upon the district's *Receipt of Parental Consent for Evaluation*.

Indicate the range of days beyond the timeline and provide reasons for the delays:

Indicate the range of days beyond the timeline and provide reasons for the delays:

The number of days beyond the timeline when the evaluations were completed ranged from 1 to 371 days. The system requires districts to provide an explanation for any child who's Date Last Assessment/Evaluation Was Completed exceeds the 60 calendar timeline. Frequent explanations provided by the districts were the following: Excessive Student Absences, Not Enough Staff/Staffing Scheduling Issues and Staff Illness.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009:

The percent of children with parental consent to evaluate, who were evaluated within 60 days in FY09 was 88.16% compliance. The state did not meet its target of 100% for FY09. However the state has made significant progress from FY 08 with the state reporting 67.86% compliance. The state increased the level of compliance with the target data by 20.30% from FY 08 to FY 09.

Improvement Activities	Timelines	Result of Activity	Progress or Slippage
1) RIDE will continue to refine, simplify and clarify the Special Education Evaluation System.	Ongoing	RIDE personnel	Progress - Staff monitors the system and meets as needed to refine the system. Developed and currently used by the LEA's
2) RIDE will provide professional development and technical assistance to the local education agencies to ensure the accuracy, reliability and validity of the data collection process.	Annual/Ongoing	RIDE personnel	Progress – PD sessions were held for Special Education Administrators and Data Managers from the local education agencies. Progress- Inquiries via phone email and during PD sessions
3) Engage the local education agencies in further discussions on developing more relevant materials and templates that will assist them in reaching the target of 100%.	Annual/Ongoing	RIDE personnel	
4) Provide relevant materials, tools and reports for the local education agencies and incorporate these resources on the system so as to be readily available any time.	Annual/Ongoing	RIDE personnel	Progress – Developed and currently in use by the LEA's. Update as needed
5) Review process and protocol manual and frequently asked questions for effectiveness and efficiency for the use of all documentation related to Indicator 11.	Annual/Ongoing	RIDE personnel	Progress – Developed and currently in use by the LEA's. Update as needed
6) Establish and enhance verification processes to ensure complete compliance for every local education agency.	Annual/Ongoing	RIDE personnel	Progress- Developed and currently in use by the LEA's
7) The RIDE, OSCAS supports and the district/local educational agency engage in ongoing data analysis and review that provides a picture of the present status of programs and services for students with disabilities. The School Support System not only looks at the LEAs degree of compliance with special education laws and regulations, but also the relationships among the district/educational setting's teaching and learning practices and the performance indicators for students with disabilities. The process includes a review of qualitative/ quantitative data sources that have the most direct relationship with student performance and program effectiveness. This data review always includes a review of the LEAs federal funding application which in RI, is referred to as the Consolidated Resource Plan as well as a review of the LEA's SPP/APR data.	Annual/Ongoing	RIDE personnel	Progress-Systems in place and continuously monitored

Discussion of revision on system to align with allowable exceptions in accordance with both the federal and state regulations.

The State revised the eRIDE Special Education Evaluation System after clarifications were provided by OSEP as to better align the federal and state regulations. The only two allowable exceptions to the 60 day timeline are in accordance with the state and federal regulations. The two allowable exceptions are that the parent of the child repeatedly fails or refuses

to produce child for evaluation or a child enrolls in a school in another public agency after the relevant timeframe and the parent and the new public agency agree to a specific time when evaluation will be completed.

The Rhode Island Department of Education provided a timely professional development workshop to all local education agencies as well as offering hands on computer lab training sessions on the Special Education Evaluation System. The two allowable exceptions were emphasized; the data system and all requirements were reviewed and supporting documentation and available templates related to the indicator were revised and provided to the local education agencies. In addition, the Rhode Island Department of Education provides targeted technical assistance to the local education agencies as necessary and/or as requested.

Correction of FFY 2008 Findings of Noncompliance (if State reported less than 100% compliance):

Level of compliance (actual target data) State reported for FFY 2008 for this indicator: 67.86%

13. Number of findings of noncompliance the State made during FFY 2008 (the period from July 1, 2008 through June 30, 2009)	24
14. Number of FFY 2008 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	24
15. Number of FFY 2008 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2008 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

16. Number of FFY 2008 findings not timely corrected (same as the number from (3) above)	0
17. Number of FFY 2008 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
18. Number of FFY 2008 findings <u>not</u> verified as corrected [(4) minus (5)]	0

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Actions Taken if Noncompliance Not Corrected:

For FFY 2008 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance.

Non-Applicable- All Non-Compliance has been corrected.

Verification of Correction (either timely or subsequent):

For States that Reported Less than 100% Compliance for FFY 2008 for Indicator:

As specified in OSEP's June 1, 2010 FFY 2008 SPP/APR Response table, the State must, when reporting the correction of noncompliance, report in its FFY 2009 APR, that it has verified that each LEA with noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing 34 CFR §300.301(c)(1) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has completed the evaluation, although late, for any child whose initial evaluation was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008.

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2008:

As outlined in the FY09 methodology and established system. The Rhode Island Department of Education takes a proactive methodology to ensure that there are no instances of non-compliance that are not corrected. This same process was used to timely correct and verify the 24 findings of non-compliance from the FY08. The system has verifying mechanisms that were developed to ensure that local education agencies are reporting all relevant students, not just only those students whose initial evaluation data falls within the 100% compliance rate. The first method starts with the current Special Education Census System (state wide database). The current school year's Special Education Census is compared with the previous year's Special Education Census. Any student who only appears in the current year's Special Education Census (state wide database) and was not reported in the previous year's Special Education Census, is listed on Maintenance Report 42. Report 42 captures students who are Not in the June 2010 Special Education Census and **currently** in the Special Education Census **without** an Evaluation Record. This maintenance report appears on the two separate systems- the current eRIDE Special Education Census as well as on the eRIDE Special Education Evaluation System (Indicator 11). All students on Maintenance Report 42 must be accounted for on the eRIDE Special Education Evaluation System by their local education agency. Until the local education agency accounts for all students on Report 42, by recording the student appropriately on the Special Education Evaluation System, the student will continue to appear on Maintenance Report 42. The logic behind this report is simple, any student who appears only on the current Special Education Census, most likely had an initial evaluation recently and was determined eligible for special education services, but was not recorded.

Another feature of the Special Education Evaluation System is the quarterly reporting feature. The Special Education Evaluation System generates cumulative percentage rate reports and student record reports. These features allow the local education agencies to submit required quarterly reports to RIDE with ease. The following requirements for each local education agency are as follows:

- 1) Each local education agency must submit an **Annual Corrective Action Plan** to RIDE. Each quarter the local education agency must review their Corrective Action Plan, and if the local education agency is not at 100%, the local education agency must add or revise steps to the Corrective Action Plan to explain what modifications or additions they will implement ensure 100% compliance.
- 2) The Special Education Evaluation System generates an Indicator 11 report for each local education agency with their cumulative percentage rate of compliance at the close of each quarter. In turn, the local education agency is required to submit a **Quarterly Report** to RIDE inclusive of their cumulative percentage rate at that point in time and status of their Annual Corrective Action Plan. If the local education agency has met 100% compliance, no revisions are required to their Corrective Action Plan for that quarter. The local education agency simply records their percentage rate on the appropriate quarterly report and checks off a box that states "I have reached 100% compliance and will maintain my Corrective Action Plan and will not add or revise any action steps this quarter" If a local education agency has not met 100% compliance revisions to the Corrective Action Plan are required. The local education agency simply records their percentage rate of non compliance on the appropriate quarterly report, checks off the box that states "I have NOT reached 100% compliance and will revise my Corrective Action Plan as follows by adding or revising the following steps." in order to meet 100% compliance. A local education agency is required to revise or add steps to their Annual Corrective Action plan each quarter as to ensure the local education agency is focused on the present data in the system and has a plan toward the target of 100% compliance on Indicator 11 by the close of the year. This Quarterly Report is dated and submitted to RIDE by the Special Education Administrator from each local education agency at the end of every quarter.

- 3) The Special Education Evaluation System generates a student record verification report each quarter for each local education agency, which randomly selects students entered on the Special Education Evaluation System. The local education agency is required to submit a **Quarterly Student Record Verification Sheet** on the selected students to RIDE, in order to verify the student information entered on the system. The Student Record Verification Sheet includes a summary of the student information for the selected students and supporting documentation. This verification method is utilized to ensure accuracy and reliability of the data on the system for all local education agencies. In addition, during RIDE School Support System visits to the local education agencies, a number of student records are selected for review and verification. This verification of selected student records is another effort utilized to ensure a comprehensive and reliable data system.

The data is annually collected electronically via the eRIDE Special Education Evaluation System on July 30th to allow a month beyond the completion of the school year to ensure that all pertinent data is recorded. In a case where a child's evaluation information has not been completed and the child's data is still in process when the data is collected, their records are not closed out on the system, but carried forward until the evaluation process is completed and the completion date is entered into the Special Education Evaluation System, this useful function is built into the database itself. The data is reviewed by the Rhode Island Department of Education on a quarterly basis and reminders are sent to Special Education Administrators to address such scenarios. Special Education Administrators have access to their local education agency's timeline information on a daily basis via the eRIDE system. The eRIDE Special Education Evaluation System provides each local education agency with an Indicator 11 report which displays their percentage rate of compliance at any given time. This affords each local education agency to be apprised of their compliance rate at any time during the school year.

Correction of Remaining FFY 2007 Findings of Noncompliance (if applicable):

For FFY 2007 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance.

1. Number of remaining FFY 2007 findings noted in OSEP's June 2010 FFY 2008 APR response table for this indicator	18
2. Number of remaining FFY 2007 findings the State has verified as corrected	18
3. Number of remaining FFY 2007 findings the State has NOT verified as corrected [(1) minus (2)]	0

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Verification of Correction of Remaining FFY 2007 findings:

For States with Findings of Noncompliance identified in FFY 2007 that were not reported as corrected in the FFY 2008 APR, as specified in OSEP's June 1, 2010 FFY 2008 SPP/APR Response table, the State

must, when reporting the correction of noncompliance, report in its FFY 2009 APR, that it has verified that each LEA with remaining noncompliance: (1) is correctly implementing 34 CFR §300.301(c)(1), (i.e., achieved 100% compliance) based on updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has completed the evaluation, although late, for any child whose initial evaluation was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008.

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2007:

The Rhode Island Department of Education takes a proactive methodology to ensure that there are no instances of non-compliance that are not corrected and verified. This process was used to subsequently correct and verify the 18 findings of non-compliance from the FY07. The system has verifying mechanisms that were developed to ensure that local education agencies are reporting all relevant students, not just only those students whose initial evaluation data falls within the 100% compliance rate. The first method starts with the current Special Education Census System (state wide database). The current school year's Special Education Census is compared with the previous year's Special Education Census. Any student who only appears in the current year's Special Education Census (state wide database) and was not reported in the previous year's Special Education Census, is listed on Maintenance Report 42 - Students Not in the June 2010 Special Education Census and **currently** in the Special Education Census **without** an Evaluation Record. This maintenance report appears on the two separate systems- the current eRIDE Special Education Census as well as on the eRIDE Special Education Evaluation System (Indicator 11). All students on Maintenance Report 42 must be accounted for on the eRIDE Special Education Evaluation System by the local education agency. Until the local education agency accounts for all students on Report 42, by recording the student appropriately on the Special Education Evaluation System, the student will continue to appear on Maintenance Report 42. The logic behind this report is simple, any student who appears only on the current Special Education Census, most likely had an initial evaluation recently and was determined eligible for special education services, but was not recorded.

Correction of Any Remaining Findings of Noncompliance from FFY 2006 or Earlier (if applicable):

Provide information for FFY 2006 or earlier, as applicable, regarding correction using the same table format provided above.

Not Applicable

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
Some of the State's allowable exceptions to the 6-day timeline are not consistent with 34 CFR §300.301(d). State must ensure that all children who are not included in the measurement for (a) meet the allowable exceptions.	The State revised the eRIDE Special Ed Evaluation data collection system after the phone discussions and clarification provided by OSEP to align with both the federal and state regulations. The only allowable exceptions are in accordance with the state and federal regulations.
The State must demonstrate, in the FFY 2009 APR, that the State is in compliance with the timely initial evaluation requirement 34 CFR §300.301(c) (1). Because the State reported less than 100% compliance on FFY 2008, the State must report on the status of correction of non-compliance reflected in the data the state reported for this Indicator.	The Rhode Island Department of Education takes a proactive methodology to ensure there are no instances of non-compliance that are not corrected. The system has verifying mechanisms that were developed to ensure that local education agencies are reporting all relevant students and not only the students whose initial evaluation data fall within the 100% compliance rate. The state carries over into the next school year, any student whose initial evaluation has not been completed and each quarter reviews all student data. In addition, a new maintenance report was created to list all students whose records have been carried forward into the new school year. These students must be addressed by the local education agency within the first quarter of the new school year.
When reporting the correction of FFY 2008 non-compliance, the State must report, in its FFY 2009 APR, that it has verified that each LEA with non-compliance reflected in the data the State reported for this Indicator:	The eRIDE Special Ed Evaluation system carries forward any student's record whose initial evaluation has not been completed in the previous school year. In addition, a maintenance report

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<p>(1) Is correctly implementing 34 CFR §300.301(c) (1) (ie.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system: and (2) has completed the evaluation, although late, for any child whose initial evaluation was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 09 APR, the State must describe the specific actions that were taken to verify the correction</p>	<p>lists students in the first quarter of the new school year (for only the students whose records have been carried forward from the previous school year) all students whose records still need to be addressed.</p>
<p>If the State does not report 100% compliance in FFY 2009 APR, the State must review its improvement activities and revise them if necessary.</p>	<p>The state has revised the Special Ed Evaluation system in accordance with recommendations from OSEP phone calls. As part of the revised system, the system has improved methodologies to ensure more sophisticated verification of the student data and quarterly reviews of said data by the local education agencies and RIDE.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010 (if applicable):

No Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines for Resources

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:

http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx.

Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/.

Telephone (401)222-4600 **Fax** (401)222-6178 **TTY** (800)745-5555 **Voice** (800)745-6575 **Website:** www.ride.ri.gov

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Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a) (3) (B))

Measurement:

- # of children who have been served in Part C and referred to Part for Part B eligibility determination.
- # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- # of those found eligible who have an IEP developed and implemented by their third birthdays.
- # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
- # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in a but not included in b, c, d, or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b – d – e)] times 100.

FFY	Measurable and Rigorous Target
2004 (2004-2005)	<p>Target set by the Secretary at 100%</p> <p><i>In 2004, 635 children were referred from Part C. A process by which actual names were then matched with RIDE census reports indicated that 564 of those children were eligible for Part B. However, date of initial IEP was not data that the state collected at that time and thus it is not possible to calculate the percent of children referred by Part C and found eligible for Part B who had IEPs developed and implemented by their third birthday.</i></p>
2005 (2005-2006) <i>Progress Data</i>	<p>Target set by the Secretary at 100%</p> <p>998 children were referred to Part B from Part C</p> <p>405 children were found NOT eligible</p> <p>328 children had an IEP developed and implemented by their third birthday</p> <p>50 children had delays due to parental failure to provide consent</p> <p>$[328/998-405-50]100 = 60$</p> <p>60% of children referred by Part C and found eligible for Part B had IEPs developed and implemented by their third birthday. Delay factors were reported for some, but not all, children and are as follows:</p> <p>24 children were delayed due to late referral from Early Intervention</p> <p>6 children were delayed due to child illness</p> <p>72 children were delayed due to their birthday occurring during a period of school closing</p> <p>17 children were delayed due to outside evaluations extending beyond the third birthday</p> <p>22 children were delayed due to other factors not specified</p>

	Data collection during this year did not include range of delays.														
2006 (2006-2007) Progress Data	<p>Target set by the Secretary at 100%</p> <p>945 children were referred to Part B from Part C</p> <p>330 children were found NOT eligible</p> <p>430 children had an IEP developed and implemented by their third birthday</p> <p>60 children had delays due to parental failure to provide consent</p> <p>$[430/945-330-60]100 = 77$</p> <p>77% of children referred by Part C and found eligible for Part B had IEPs developed and implemented by their third birthday.</p> <p>Range of delays is indicated below:</p> <table><tr><td>Range of Delays</td><td>>10 days</td><td>10-20 days</td><td>21-30 days</td><td>31-40 days</td><td>41-60 days</td><td>61 days or more</td></tr><tr><td></td><td>61</td><td>38</td><td>16</td><td>10</td><td>21</td><td>16</td></tr></table>	Range of Delays	>10 days	10-20 days	21-30 days	31-40 days	41-60 days	61 days or more		61	38	16	10	21	16
Range of Delays	>10 days	10-20 days	21-30 days	31-40 days	41-60 days	61 days or more									
	61	38	16	10	21	16									
2007 (2007-2008) Progress Data	<p>Target set by the Secretary at 100%</p> <p>953 children were referred to Part B from Part C</p> <p>395 children were found NOT eligible</p> <p>456 children had an IEP developed and implemented by their third birthday</p> <p>8 children had delays due to parental failure to provide consent</p> <p>$[456/(953-395-8)100=83$</p> <p>83% of children referred by Part C and found eligible for Part B had IEPs developed and implemented by their third birthday.</p> <p>Range of delays is indicated below:</p> <table><tr><td>Range of Delays</td><td>>10 days</td><td>10-20 days</td><td>21-30 days</td><td>31-40 days</td><td>41-60 days</td><td>61 days or more</td></tr><tr><td></td><td>73</td><td>53</td><td>26</td><td>11</td><td>13</td><td>17</td></tr></table>	Range of Delays	>10 days	10-20 days	21-30 days	31-40 days	41-60 days	61 days or more		73	53	26	11	13	17
Range of Delays	>10 days	10-20 days	21-30 days	31-40 days	41-60 days	61 days or more									
	73	53	26	11	13	17									

2008 (2008-2009) Progress Data	<p style="text-align: center;">Target set by the Secretary at 100%</p> <p>Target set by the Secretary at 100%</p> <p>1012 children were referred to Part B from Part C</p> <p>336 children were found NOT eligible</p> <p>548 children had an IEP developed and implemented by their third birthday</p> <p>46 children had delays due to parental failure to provide consent</p> <p>$[456/(953-395-8)100=83$</p> <p>87% of children referred by Part C and found eligible for Part B had IEPs developed and implemented by their third birthday.</p>
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	Range of delays is indicated below:						
	Range of Delays	>10 days	10-20 days	21-30 days	31-40 days	41-60 days	61 days or more
		89	64	11	9	15	9

FFY	Measurable and Rigorous Target
FFY 2009	100%

Actual Target Data for FFY 2009:

97%

Describe the method used to collect data, and if the data are from monitoring, describe the procedures used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year (July 1, 2009 – June 30, 2010).

The Department of Education uses the LEA's application for their federal funds, the Consolidated Resource Plan (CRP), to collect data for this indicator. In 2007, an electronic CRP was developed and implemented. It was specifically designed to ensure that complete information regarding the number of children whose transition from Part C to Part B was delayed and the reason for those delays is collected. For example, the system gives an error message when the number of children found eligible for Part B does not equal the number of children who had an IEP in place by their third birthday plus the number of children who were delayed. LEAs also receive an error message if they enter numbers under the delay category "Other", but do not provide an explanation in the corresponding text box. Additionally, the CRP requires the LEA to describe their data collection practices. In 2009, the CRP was modified to more accurately align and report data regarding delay factors and corresponding length of delay. For example, data reported reflects the specific delay factor e.g. delayed referral from Part C with the exact range of delays associated with that factor. This has allowed both for greater specificity in reporting and more detailed analysis of delay factors.

A review of LEA responses indicates that all LEAs are utilizing a centralized tracking system and are recording information in an ongoing, systematic manner. These methods of data collection and reporting as compared to data from the Department of Human Services (DHS), the lead agency for Part C. DHS data indicates that 114 children exited EI without a Part B eligibility determination and developed IEP. Department of Education data indicates that 146 children fell into this category. Although the two data sources do not concur, it is probable that the LEAs may have more reliable information related to date of implementation of IEP and hence report a higher incidence.

In addition to the use of the CRP data, a data collection page (Section 38, see Appendix) that accompanies the IEP was developed in September 2007. This data page is completed at the initial IEP meeting and entered into the Department of Education's data collection system, eRIDE, by district census clerks. The goal of this system of data collection is to afford the state an additional assurance of reliability as the page is completed at the child's first IEP meeting by a diverse group which includes the parent. Training in the use of this data collection page was provided, however, the data reporting remains inconsistent with under reporting of children a primary issue. For example, the data page reports only 414 children transitioning from Part C, while CRP information more reliably reports 525 such children. Analysis of the barriers to reporting and development of improvement activities will need to be implemented before this data source can be considered reliable.

For the past four years, the state has continued to work toward a data collection effort focused on collaborating with the Department of Human Services to issue a unique student identifier (SASID) to all children enrolled in Early Intervention.

Although an interagency agreement signed by the Commissioner of Education and Director of the Department of Human Services was being reviewed and revised to enable Part C to assign children a unique identifier that will be used by both Part C and Part B, the current plan is to develop a comprehensive statewide system that will allow for data sharing across multiple levels including early childhood special education and early intervention. The data sharing plan will allow the Department of Education to unequivocally determine whether children who were referred from Early Intervention and were determined to be eligible for special education services, had an IEP developed and implemented by their third birthday. The current eRIDE data system collects information on when children's services begin. With data sharing of children, the state will be able to compare the information provided by Part C, the date of birth, and the initial date of the child's IEP. Additional revisions to the eRIDE system will allow the state to require identification of delay factors. The state sees this as the most reliable method of collecting the data required for this indicator. This work was initially delayed due to fiscal constraints, as well as, workforce capacity issues at the Department of Human Services (DHS). The fiscal constraints were related to the cost of building a new field for the SASID within the Part C data collection system, however, currently alternative data sources may become available. The Department of Education's collaboration with the newly formed Early Learning Council and an initiative spearheaded by National Governor's Association in which RI chose to focus on data create the potential for establishing a comprehensive, collaborative data system allowing for more accurate tracking of children transitioning into Part B programming as well as integration of other data sources.

Actual State Data (Numbers)

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.	1090
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday	415
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	576
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	62
e. # of children who were referred to Part C less than 90 days before their third birthdays.	17
# in a but not in b, c, d, or e.	20
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays Percent = $[(c) / (a-b-d-e)] * 100$	97%

**PC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "Zero Divide"), then right click for a menu of options, and then select "update field."*

**MAC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "Zero Divide"), then right click (PC) or select the control key (Mac) for a menu of options, and then select "update field."*

Account for Children Included in a, but not in b, c, d, or e:

The twenty children included in a but not in b,c,d, or e were delayed due to late referrals received from Part C.

Indicate the range of days beyond the third birthday and the reasons for the delays:

Delay factor/Range of delays	>10 days	10-20 days	21-30 days	31-40 days	41-60 days	<60 days
Delayed Referral from Part C (less than 90 days before third birthday)	6	5	3	3	1	2
Children referred to Part C less than 90 days before their third birthday	5	2	5	2	3	0
Parent Refusal to Provide Consent	24	16	6	3	4	9

Although only twenty delays were associated with noncompliance, other factors contributing to delay are reported and considered important in understanding root cause of delay suggesting need for improvement activities.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:

The proposed improvement target for 2009-10 was set at 100% of children referred from Part C and found eligible for Part B will have an IEP developed and implemented by their third birthday. Although RIDE demonstrated considerable growth in achieving 97% compliance, a growth of ten percent in respect to FFY 2008, continued effort will be required to achieve 100% compliance. The progress demonstrated is attributed to implementation of an aggressive plan and improvement activities to improve the transition system. In addition, to the modifications of the CRP allowing greater specificity in reporting previously discussed, the CRP also requires the LEA to develop improvement plans based on their transition data. These plans are reviewed annually and compared with improvement plans from previous years to determine their effectiveness.

As part of the SPP during FFY 2009, LEAs were also contacted individually to reiterate the importance of compliance with the indicator and review their individual levels of compliance. Twelve districts were congratulated in meeting the target of 100% compliance. The remaining LEAs were grouped into two categories: those who were making progress toward meeting compliance target (n=14) and those with significant compliance issues (n=4). All LEAs were required to develop a corrective action plan addressing improving the quality of data collection and prevention of delayed transition. LEAs were required to submit these plans specifying goals, improvement activities, date of implementation and monitoring strategies. The four LEAs experiencing significant compliance issues received technical assistance in development of data collection and tracking plans and well as guidance in coordination with Early Intervention. Additionally as outlined in the SPP for FFY 2009, a Transition subcommittee of Part C and Part B service providers and parents was established to review the Transition process and guidelines in order to identify and address issues/barriers creating delays associated with transition.

The impact of Rhode Island's improvement activities and plan is reflected in moving from 87% compliance in 2008-2009 to 97% compliance for the 2009-10. Twenty seven of the thirty three districts met the target of 100% compliance. All four of the LEAs identified with significant issues in 2008 achieved the target of 100% compliance. Six LEAs did not meet the target for compliance; however, three of those LEAs have made significant progress toward compliance. The positive impact of the Transition subcommittee resulted not only in increasing collaboration, but also provided clarification of policy and procedures to improve the transition system. The subcommittee agreed that it would become an ongoing group to foster timely transition. The progress of the state in moving significantly closer to the compliance target is thus attributed to multiple factors including increased commitment and development of improvement plans instituted by the LEAs, increased monitoring and support from RIDE, as well as the increasing level of collaboration with Part C.

Analysis of the data reported that the factors contributing to the failure of children to have an IEP developed and implemented by their third birthday was due exclusively to late referrals received from Part C. Individual record review indicates that multiple factors contributed to these delays staffing changes in Part C, delays of parents in consenting to referral, issues related to custody and residency as well as other systems level issues.

Correction of FFY 2008 Findings of Noncompliance (if State reported less than 100% compliance in its FFY 2008 APR):

Level of compliance (actual target data) State reported for FFY 2008 for this indicator: 87%

19. Number of findings of noncompliance the State made during FFY 2008 (the period from July 1, 2008 through June 30, 2009)	18
20. Number of FFY 2008 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	18
21. Number of FFY 2008 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2008 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

22. Number of FFY 2008 findings not timely corrected (same as the number from (3) above)	0
23. Number of FFY 2008 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
24. Number of FFY 2008 findings <u>not</u> verified as corrected [(4) minus (5)]	0

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Actions Taken if Noncompliance Not Corrected:

For FFY 2008 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against a LEA that continues to show noncompliance.

Verification of Correction (either timely or subsequent):

For States that Reported Less than 100% Compliance for FFY 2008 for Indicator 12: As specified in OSEP's June 1, 2010 FFY 2008 SPP/APR Response Table, the LEA must, when reporting the correction of noncompliance, report in its FFY 2009 APR, that it has verified that each LEA with noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing 34 CFR §300.124(b), (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has developed and implemented the IEP, although late, for any child for whom implementation of the IEP was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.

Describe of the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2008:

Each of the eighteen LEAs identified as out of compliance were contacted individually by the Department of Education. The LEAs were grouped into two categories: those who were making progress toward meeting compliance target (n=14) and those with significant compliance issues (n=4). All LEAs were required to conduct an analysis of barriers to compliance and develop a corrective action plan addressing quality of data collection and prevention of delayed transition. LEAs were required to submit these plans specifying goals, improvement activities, date of implementation and monitoring

strategies. The four LEAs experiencing significant compliance issues received targeted technical assistance in development of data collection and tracking plans and well as guidance in coordination with Early Intervention. These plans were reviewed and approved by the Department of Education to ensure that each LEA was correctly implementing 34 CFR §300.124(b), (i.e., achieved 100% compliance). As reported there were 94 children who were found eligible for Part B who did not have an IEP developed and implemented by their third birthday due to delay factors not allowed by OSEP. The state has verified through the updated data provided in the CRP process that each of the LEAs have developed and implemented the IEP, although late, for each of the children for whom implementation of the IEP was not timely

Correction of Remaining FFY 2007 Findings of Noncompliance (if applicable)

For FFY 2007 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance.

4. Number of remaining FFY 2007 findings noted in OSEP's June 2010 FFY 2008 APR response table for this indicator	
5. Number of remaining FFY 2007 findings the State has verified as corrected	
6. Number of remaining FFY 2007 findings the State has NOT verified as corrected [(1) minus (2)]	0

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Verification of Correction of Remaining FFY 2007 findings: *For States with Findings of Noncompliance Identified in FFY 2007 that were not reported as corrected in the FFY 2008 APR, as specified in OSEP's June 1, 2010 FFY 2008 SPP/APR Response table, the State must, when reporting the correction of noncompliance, report in its FFY 2009 APR, that it has verified that each LEA with remaining noncompliance: (1) is correctly implementing 34 CFR §300.124(b), (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has developed and implemented the IEP, although late, for any child for whom implementation of the IEP was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.*

Describe of the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2007:

Correction of Any Remaining Findings of Noncompliance from FFY 2006 or Earlier (if applicable)

Provide information regarding correction using the same format table provided above.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
The state must provide a revised SPP that reflects the revisions to the indicator and	The revised SPP was provided and is located on the website.

measurement language with its FFY 2009 APR	
<p>The state must also report in the FFY 2009 APR, on why it did not make findings based on the FFY 2007 data that the State reported under this indicator, given that the FFY 2007 data reflected noncompliance.</p>	<p>The state will clarify the data presented in the FFY 2008 APR regarding the FFY 2007 data reflecting noncompliance. Each of the LEAs reporting noncompliance was required to develop a target improvement plan based on their data to correct noncompliance. These plans were reviewed by the Department of Education and it was determined that each LEA was correctly implementing 34 CFR §300.124(b), (i.e., achieved 100% compliance. Additionally, the state has verified through the updated data provided in the CRP process that each of the LEAs have developed and implemented the IEP, although late, for each of the children for whom implementation of the IEP was not timely.</p>

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:

http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx.

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Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

Baseline (actual target data for FFY 2009), and targets are in the State's revised State Performance Plan because Indicator 13 was revised to include a new measurement.

Rhode Island did not report data for FFY 2008.

Correction of Remaining FFY 2007 Findings of Noncompliance (if applicable):

For FFY 2007 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance.

1. Number of remaining FFY 2007 findings noted in OSEP's June 2010 FFY 2008 APR response table for this indicator	28
2. Number of remaining FFY 2007 findings the State has verified as corrected	28
3. Number of remaining FFY 2007 findings the State has NOT verified as corrected [(1) minus (2)]	0

Verification of Correction of Remaining FFY 2007 findings:

For States with Findings of Noncompliance Identified in FFY 2007 that were not reported as corrected in the FFY 2008 APR, as specified in OSEP's June 1, 2010 FFY 2008 SPP/APR Response Table, the State must report in its FFY 2009 APR that it has verified that each LEA with remaining noncompliance: (1) is correctly implementing 34 CFR §300.320(b) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memo 09-02.

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2007:

In July 2008, RIDE instituted the mandatory use of a revised state IEP form. The revised form provided specific fields for the documentation of IEP team discussion, assessments used in the transition process, post-school goals, transition

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services, etc. The installation of this form was coupled with the collection of data from the IEP form in the state special education census. This allowed RIDE to monitor compliance with the transition requirements for all students age 16 and older. Further, business rules were installed in the census that would not allow an LEA to upload a student's record unless all transition fields were complete. This significantly increased the state's ability to monitor compliance with I-13.

From the FFY 2008 SPP/APR Response Table OSEP noted:

The State reported that 28 of 28 findings of noncompliance identified in FFY 2007 for this indicator were corrected in a timely manner. However, the State did not report as required by OSEP Memo 09-02, that it verified that each LEA with noncompliance identified in FFY 2007: (1) is correctly implementing the specific regulatory requirements in 34 CFR 300.320(b); and (2) has corrected each individual case of noncompliance, unless the child is no longer in the jurisdiction of the LEA.

The successful completion of the 28 findings reported in the FFY 2008 SPP/APR, was based on written assurance provided by each district that they would comply with the transition requirements in the development of all IEPs and that they would, within 60 school days, correct all individual student issues of noncompliance by reconvening the IEP teams and completing the necessary requirements. Because RIDE had a new IEP form in place in 2008 and the data from the IEP could not be entered into the special education census without complete transition information, RIDE did not further verify the individual student records at that time. However, due to the OSEP finding in the 2008 SPP/APR Response table, RIDE reentered the special education census and generated a report on each student that had been identified in FFY 2007 with a noncompliant IEP. It is important to note that these IEPs were developed before the institution of the new IEP form and data collection. There were 28 LEAs that received a finding of noncompliance. RIDE subsequently requested copies of the correctly completed IEPs for each of the individual students based on this finding. Based on subsequent record review analysis of student specific records RIDE was able to verify that 28 LEAS had corrected each individual case of noncompliance and was correctly implementing 34 CFR §300.320(b) unless the child is no longer within the jurisdiction of the LEA.

This exercise prompted the development of the on-site verification activity described above in the FFY 2009 Baseline section.

Correction of Any Remaining Findings of Noncompliance from FFY 2006 or Earlier (if applicable):

Provide information for FFY 2006 or earlier, as applicable, regarding correction using the same table format provided above.

There are no remaining findings of noncompliance.

Additional Information Required by the OSEP APR Response Table for this Indicator:

Statement from the Response Table	State's Response
In the FFY 2009 APR, the State must provide a revised baseline using data from 2009–2010. Targets must remain 100%.	Revised baseline provided above. Baseline is 98.21%
The State must demonstrate, in the FFY 2009 APR that the remaining 28 uncorrected noncompliance findings identified in FFY 2007 were corrected. When reporting the correction of noncompliance, the State must report in its FFY 2009 APR, that it has verified that each LEA with remaining noncompliance identified in FFY 2007: (1) is correctly implementing 34 CFR §300.320(b) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site	Issues of uncorrected noncompliance have been corrected as described in the section "Correction of Remaining FFY 2007 Findings of Noncompliance" above.

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monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09- 02. In the FFY 2009 APR, the State must describe the specific actions that were taken to verify the correction.	
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Part B State Annual Performance Report (APR) for FFY 2009

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Overview of the Annual Performance Report Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC (a) advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviews the draft and provides suggestions and input. These are considered and, as appropriate, incorporated into the final copy of the SPP. Progress and slippage in meeting the targets in the SPP are discussed in detail regarding each indicator submitted to OSEP. All indicators are publicly available on the RIDE website at the following link:

http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx.

Each year RIDE publicly reports per 34 CFR 300.602(b)(1)(i)(A). Per OSEP, this typically occurs the first week of June. The link for accessing Rhode Island's public reporting information, which details the performance of each LEA on the targets in the SPP, is: https://www.eride.ri.gov/eride2K5/SPED_PublicReporting/.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator #15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

Percent of noncompliance corrected within one year of identification:

- # of findings of noncompliance.
- # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

States are required to use the "Indicator 15 Worksheet" to report data for this indicator (see Attachment A).

FFY	Measurable and Rigorous Target
FFY 2009	100%

Actual Target Data for FFY 2009:

98%

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Describe the process for selecting LEAs for Monitoring:

Rhode Island's Collaborative System of Focused Monitoring: School Support System (SSS) incorporates a variety of instruments and procedures that are utilized to ensure compliance with state and federal laws and regulations. How districts are selected for monitoring is described in this paragraph. The process is an ongoing focused cycle for LEAs and requires LEA self-assessment, data analysis, interviews, surveys and on-site visits. Districts are on a continuous cyclical basis. Cyclical is defined by Webster's New International Dictionary (2nd edition) as "... of or pertaining to a cycle or circle: moving in cycles". This description dovetails with our belief that monitoring is not one isolated event but rather a continuous circle of focused data review, reflection, improvement activity development, implementation and then evaluation/data review again. *To this end all districts (LEAs) in Rhode Island are always involved in aspects of the focused monitoring process—no one or even several districts are "chosen" and the rest left alone.* Again, all districts are always involved in various aspects of monitoring. The on-site review typically occurs every five years although if the data indicate a need for a on-site review sooner (we have and will continue to do that as needed). Due to the continuous nature and focus on data driven improvement planning districts are always asked to reflect on the data and appropriate targeted improvement activities which keep RIDE informed of their progress and direction. The ongoing process is framed upon a self-assessment system that requires data collection analysis and continuous improvement planning. These multiple sources of information are used to develop a corrective action/support plan that is directed at increasing student performance and is founded on proven practice. Each LEA in Rhode Island is assigned a district liaison from the Office of Student Community & Academic Supports who works in tangent with the Quality Assurance Administrator to monitor district compliance with ongoing data review and corrective action planning. Moreover, the Rhode Island Department of Education (RIDE), Office of Student Community & Academic Supports seeks to create collegial and collaborative relationships with the school district, thereby involving the entire district in evaluating the quality of special education services. As a result, the process delineates the district's strengths and needs, culminating in the development of a plan to improve service delivery. Our goal is to implement agreements in a timely and systematic way to get corrective actions instituted in order to assure continuous high performance of all children. Further, the School Support System addresses the Comprehensive Education Strategy and the R.I. Student Investment Initiative. These are state general education initiatives designed to close gaps in student performance and prepare students for the 21st century. The School Support System is designed to align with current standards-based reform efforts and supports the following beliefs and assumptions:

- an assigned category or level of disability does not define the educational needs of students
- to the maximum extent possible, students with special needs are meaningfully included in the general education program
- the curricula are based on standards that are sufficiently broad to support the learning needs of all students and include academic and skill areas
- Individual Education Programs reflect state and local standards for student performance, incorporate varied assessments, and utilize a broad array of accommodations for teaching and learning
- a comprehensive system of professional training must support and encourage the involvement of all personnel in addressing the learning needs of students with the full range of abilities and disabilities

The Rhode Island Department of Education, Office of Student Community & Academic Supports and the district/local educational agency engage in ongoing data analysis and review that provides a picture of the present status of programs and services for students with disabilities. The School Support System (SSS) not only looks at the LEAs degree of compliance with special education laws and regulations, but also the relationships among the district/educational setting's teaching and learning practices and the performance indicators for students with disabilities. The process includes a review of qualitative and quantitative data sources that have the most direct relationship with student performance and program effectiveness. This data review always includes a review of the LEAs federal funding application which in Rhode Island, is referred to as the Consolidated Resource Plan or CRP as well as a review of the LEA's State Performance Plan/Annual Performance Plan data and any improvement plans that are related to SPP/APR indicators. The SSS procedures, instruments, cyclical monitoring schedule, and final reports are available online at www.ritap.org. Through the SSS self-assessment process qualitative and quantitative data sources that have the most direct relationship with student performance and program effectiveness are analyzed. These include:

- collecting and reviewing a range of performance measures (e.g., data from the Rhode Island Department of Education's Information Works and Rhode Island's School Accountability for Learning and Teaching (SALT) Survey, graduation and

drop-out rates of special education students, suspensions, expulsions, State Performance Plan/Annual Performance Report data, etc.)

- reviewing a sample of students' special education records
- surveying administrators, special educators, general educators, parents, and related personnel
- observing special education students randomly selected for the SSS visit
- engaging in on-site discussions/interviews with students randomly selected for the SSS visit
- interviewing special and general education personnel, and parents

During 2008-2009 there were four overlying focus areas and 32 indicators for program review. Five districts one charter schools and one state operated school received on-site reviews monitored for a total of seven LEAs. The LEAs that did not receive an on-site review had progress monitoring done via their respective RIDE appointed district liaison. This progress monitoring included data review/analysis including an annual review of the Consolidated Resource Plan (federal funding application), district self-reflection and corrective action review and refinement. *To this end all districts (LEAs) in Rhode Island are always involved in aspects of the focused monitoring process—no one or even several districts are “chosen” and the rest left alone.* The priority areas for monitoring as detailed in Section 616 of IDEA, 2004 are an integral part of the School Support System (SSS) process and are reflected indicators that are monitored. The due process elements: complaints, mediations, hearings, and resolution sessions are reviewed and integrated into the SSS process. This has always been an integral part of the SSS process. Indicator areas are rated either Result or Compliance. Result is equated with overall practice being legally compliant, concerns limited to a few isolated situations: data sources agree; data equal to state average or expected comparative data. Compliance is equated with a violation of a legal requirement occurring, data sources agree and indicate a compliance violation, policies and procedures are not implemented correctly throughout the LEA.

LEAs must address non-compliance concerns immediately so that no indicator is noncompliant. Result areas under the guidance of the Rhode Island Department of Education, Office of Student Community & Academic Supports are also reflected via the continuous improvement support planning process strategies for growth as related to best practices and improving outcomes for students. The SSS Team and the district jointly develop the Support Plan (corrective action/improvement plan). Furthermore, the Support Plan/Corrective Action details technical assistance and training needed to enable the schools and district to strengthen selected educational programs and correct essential areas. Resources are identified and made available to the district to assist in carrying out their support plans. The School Support System continuous improvement planning will include action plans, specific resources, staff responsibilities, timelines for completion, and mechanisms for verification. It is critical that these plans focus on continuous improvement in delivery systems and curricula that lead to higher achievement for students with disabilities. Approximately nine months from the date that Rhode Island Department of Education (RIDE) accepts the monitoring support plan, verification documentation is submitted to RIDE for review and verification by RIDE personnel. In addition, the annual funding application (CRP) provides another data source to review and monitor the progress of the LEA in timely correction of noncompliance. One year from the date of the monitoring support plan was accepted by RIDE a closure /verification letter is issued to the LEA based on RIDE's verification of the LEA's successful completion of the support plan. School Support System monitoring reports, complaints mediation and due process hearing information is available on the Rhode Island Technical Assistance Project website at www.ritap.org. Using these various verification data sources and verification documentation the State can report that it verified each LEA with noncompliance identified is correctly implementing the specific regulatory requirements; and has corrected each individual case of noncompliance. This allows the State to account for all instances of noncompliance through both the on-site monitoring process, self-assessment and the review of compliance data collected annually via the electronic consolidated resource funding program (previously discussed). These systems allow us to identify where noncompliance occurred, the percentage levels of noncompliance in each of those sites as well the root causes. The State considers the following regarding noncompliance: 1.) whether it was extensive or found in only a small percentage of files, 2.) resulted in the denial of a basic right under IDEA, or is 3.) an isolated incident or a long standing failure to meet IDEA requirements. This information drives the corrective action planning process so LEAs can fully address changes in policies, procedures and/or practices as identified by the State. The verification process (discussed above) allows us to determine that identified noncompliance is corrected implementing the specific regulatory requirements. This again, is verified through subsequent on-site monitoring, the verification follow up via the subsequent on-site monitoring as well as the annual verification data update and review

process that occurs through the consolidated resource funding system. All instances of noncompliance must be corrected as soon as possible and no more than one year from identification.

Systemic issues/root causes are identified through the analysis of all data. As we examine our data, the specificity of our information increases and thus our abilities to effectively use the data to inform and refine our process, procedures and instruments. This specificity across procedures highlights systemic issues to be addressed such as least restrictive environment; increasing inclusive educational practices, differentiated instruction/universal design for learning, and IEP development. The RI Department of Education, Office of Student Community & Academic Supports in conjunction with the RI Technical Assistance Project and the Supporting all Students initiative will target and provide technical assistance through a myriad of professional development and technical assistance opportunities to address systemic needs as identified through the School Support System process. This multi-faceted continuum array also assists in maintaining progress. In summary, the School Support System is a comprehensive and collaborative system of focused monitoring that not only looks at the school district's degree of compliance with special education laws and regulations, but also the relationships among the district's teaching and learning practices and the performance indicators for students with disabilities. The SSS process also integrates the State Performance Plan indicators into its reviews. Hence, the system analyzes the districts' compliance with the Individuals with Disabilities Education Act and the states Regents Regulations and how the district practices related to critical performance indicators for students with disabilities. We believe the data continue to support this assessment.

Discussion of Improvement Activities and Explanation of Progress or Slippage that Occurred for FFY 2009

These improvement initiatives/activities include:

- The IEP Network is designed to assist families, students and school personnel in developing individualized programs for students with disabilities that meet the same high standards established for all students. This initiative strives to increase access to the general curriculum for students with disabilities, to ensure the participation of students with disabilities in accountability and assessment efforts, and to provide technical assistance on IEP development. The IEP Network's long-range goal is to have at least one teacher and one parent in every school building in the state as a resource network member. Ongoing state-wide training in the new IEP template has occurred.
- Legal Affairs provides technical assistance to state and local education departments, parents, and interest groups on regulatory requirements of special education: coordinates a system of due process including complaints, mediation and due process hearings; and publishes informational documents.
- The Response to Intervention Initiative /Supporting All Students (SAS) initiative builds capacity within schools and districts to differentiate instruction for all students, by preparing educators to provide professional development, demonstrate strategies, coach and otherwise support their colleagues. The initiative increases educators' understanding of differentiated instruction and how to implement differentiated instruction strategies in schools and classrooms to meet the needs of and improve results for students K-12.

RIDE, Office of Student Community & Academic Supports continues to support districts in their continuous improvement efforts through corrective action/support planning, guidance documents; procedures and policies; SSS self-assessments and analysis of data from formal complaints, mediations, and due process hearings. Please note that for all due process follow up, RIDE due process personnel require verification documentation be submitted to RIDE for review and verification. This is detailed in correspondence to the LEA. Upon receipt of follow up documentation RIDE personnel verify the documentation with the LEA and parent parties. Further, the documentation is maintained in due process files in addition to being maintained in a due process database. Using these various verification data sources and verification documentation the State can report that it verified each LEA with noncompliance identified is correctly implementing the specific regulatory requirements; and has corrected each individual case of noncompliance. All instances of noncompliance must be corrected as soon as possible and no more than one year from identification.

These are ongoing endeavors designed to provide LEAs with improvement guidance/tools and accountability verification mechanisms. These mechanisms will continue to provide targeted assistance to LEAs through guidance documents, Supporting All Students initiatives, part B discretionary funds targeting improvement strategies through corrective action/support planning, and technical assistance sources including ; IEP development through a variety of sources such as the IEP Network, Legal Affairs and other technical assistance supports such as the Supporting All Students/Response to Intervention (SAS/RtI) initiative, Autism Spectrum Disorders Support Center, Children's Behavioral Health Initiative, RI Regional Transition Centers, the Positive Behavior Intervention and Support Project (PBIS) and the Traumatic Brain Injury Resource Center. These are ongoing endeavors designed to provide LEAs with improvement guidance/tools and

accountability verification mechanisms that inform corrective actions/support planning. Continue to develop, refine and maintain electronic database and performance of system for the identification and correction of IDEA noncompliance. This is an ongoing endeavor designed to provide an accountability verification mechanism that informs corrective actions/support planning. RIDE, IDEA continues to fund a Response to Intervention (RTI) initiative to assist schools in effectively intervening and recording progress with students that are not meeting expectations. Pilot schools now serve as models for intervention. RIDE also has a secondary RTI team and professional development for secondary level teachers and administrators and is working with middle and high schools to serve as pilot sites.

RIDE intensified its focus on two areas essential to the measurement of preschool outcomes

(Indicator 7): Training and technical assistance supports to districts were redesigned and structured to provide early childhood special education professionals and administrators with a clearer understanding of the RIDE established policies and procedures targeted at ensuring the fidelity of the outcomes data. Training for early childhood special education professionals was focused on development and implementation of authentic assessment skills and strategies for outcomes measurement using creative curriculum.net. Analysis of data from 2008-09 indicated that assessment of children's level of development needed to become more consistently reported using more valid reliable assessment methods and strategies. The state was concerned that early childhood staff was over-estimating developmental functioning in outcomes areas and emphasized the need for a more accurate representation of the status of children

Early Childhood Special Education Teachers participated in two full days of training. The first day of training was in authentic assessment taught by a Rhode Island Early Learning Standards certified trainer. The second day of training focused on the technical use of CreativeCurriculum.net, as well as training in the use of CreativeCurriculum.net not only as an assessment tool, but also as an integral component of the teaching process. This training was provided by a local consultant with expertise both in CreativeCurriculum.net and early childhood education, as well as RIDE early childhood special education staff. Monitoring of this group indicated that they provided a higher quantity of assessment data with improved quality and timeliness in reporting as compared to peers who did not participate.

Speech Language Pathologists working in early childhood special education participated in a full day of training developed specifically for this group. The training for SLPs was specifically designed and adapted to foster the development of authentic assessment and implementation of CreativeCurriculum.net within the context of the speech language therapy sessions. Attention was given to assist SLPs in extending assessment competencies into all three outcome categories. Trainings were conducted by an SLP with experience and expertise in early childhood assessment and intervention, a local consultant with expertise in both CreativeCurriculum.net and early childhood education and RIDE early childhood special education staff. The impact of this training was less clear. Speech language pathologists who completed this training were more likely to complete outcomes measures, however, the quality of the data provided was less consistently adequate.

Trainings for administrators continue to be provided during a half day session with a focus on the administrator's role in supporting data collection and ensuring accurate and complete data. Additionally, the local consultant provided administrators with training in the technical use of the on-line Creative Curriculum system. The impact of district administrators attending these meetings included more timely reporting, higher quantity and improved quality of assessment data.

Throughout the year, additional professional development and training sessions were provided by RIDE and a local consultant with expertise in both CreativeCurriculum.net and early childhood education. Ten sessions were provided to early childhood special educators to assist them in developing reporting and assessment skills meeting the timelines of the Outcomes Measurement Initiative. These training sessions were highly sought after by districts and exceeded the capacity of the state to meet.

Based on district feedback, additional guidance was provided regarding process and procedures related to child outcomes measurement and CreativeCurriculum.net. The Child Outcomes Leadership Group, comprised of district administrators, was established and meets quarterly to establish collaboration and continuity in improving state-wide practice in measurement of early childhood outcomes. Additionally, a monthly OUTCOMES MATTER newsletter was developed with the goal of providing district leadership with ongoing information, guidance and resources to develop effective administrative monitoring and support plans. A local consultant was hired to develop and implement a state-level monitoring plan to support districts in the implementation of the policies and procedures essential to ensure the fidelity of preschool outcomes measurement. This allows RIDE to not only more accurately assess preschool outcomes, but also

provides the data to inform interventions and supports. This data has already indicated the need for developing Level II training both for early childhood special education professionals and administrators designed to not only improve the fidelity of the data, but also inform practice and improve teaching and learning through authentic assessment and measurement of outcomes. Additionally, the monitoring has revealed the need for administrators to receive more focused and sustained training in using the online system to monitor and support staff. The data indicates that LEAs with involved outcomes leadership demonstrate the strongest monitoring and adherence to RIDE established systems and procedures. The increased monitoring by RIDE of the data identified a number of concerns that impact the fidelity of the data. Reliability issues continue to require improvement. Quality of authentic assessment practice was observed to be highly variable with needs for professional development and standards for best practice identified. The positive impact of increased state-level capacity was reflected in the increased numbers of children for whom outcomes were reported in a timely manner.

At the state level with regard to **disproportionality** Rhode Island is examining existing policies, practices, and procedures to determine where changes may need to occur across the system and working to build its capacity to address these and other systemic issues. Rhode Island has requested technical assistance from Northeastern Regional Resource Center (NERRC), New England Equity Assistance Center (NEEAC), and other national consultants to address associated issues from a systems improvement perspective. A Disproportionality Workgroup has been convened to review Rhode Island's data analysis and to advise on Rhode Island procedures for identifying and addressing racial, linguistic, gender, and disability status disproportionality. Within the SEA, information on disproportionality in Rhode Island will continue to familiarize state staff with the issues and related factors, including using disproportionality data to guide practices and revise policies and procedures. Rhode Island's data analysis will continue to utilize data collected from narrative reports, interviews, and record reviews through Rhode Island's Collaborative System of Focused Monitoring: School Support System as well as the LEAs' applications for Consolidated Resource Plan for Federal Funding to determine if disproportionate representation is due to inappropriate identification. Both self-assessments and paper reviews will inform regular on-site visits as well as the day-to-day district liaison work conducted by IDEA staff. Rhode Island will continue to implement procedures for identifying, monitoring, and addressing racial, linguistic, gender, and disability status disproportionality based on the data analysis. Attention will be given to the determination of causal factors for disproportionate representation due to inappropriate identification. Due to continued changes in district leadership and shifting demographics, the SEA seeks to increase technical assistance capacity to prevent further new findings of disproportionate representation due to inappropriate identification practices. In addition, LEA technical assistance guidance and tools have been folded into the consolidated funding process for annual review. The data focuses interaction with disproportionate districts to support district implementation of plans in an evaluation and revision cycle through the Consolidated Resource Plan process: This process includes a review of written LEA screening, referral, evaluation, and eligibility determination policies, practices, and procedures; review of discipline policies, referral procedures, placement procedures, etc. In addition, there is ongoing interaction with disproportionate districts to support district implementation of plans in an evaluation and revision cycle through the RI Department of Education, IDEA collaborative system of focused monitoring: School Support System (SSS). This process includes a review of the continuum of services and supports available to students within the district prior to referral for special education; SSS review of currently available disproportionality data; record reviews of a selection of student records to identify problematic or discriminatory policies or procedures and to determine if LEA policies and procedures were being followed; interviews with LEA general and special education staff, administrators, parents, and other stakeholders. Individual meetings also occur with districts to examine data on significant disproportionality and EIS data to support district self-analysis, planning, and, in some cases, design of tailored Technical Assistance. Individual meetings with disproportionate districts (out of compliance) to support district self-analysis, planning, design of tailored Technical Assistance via examination of district self-assessment and evidence checklist information, revised policies, procedures, and practices, risk ratio data, enrollment trends, file review data, and any pertinent connections from Indicators 4 and 11, AYP determinations under Title I, and/or AMAO targets under Title III. IDEA personnel has provided both regional and district embedded and ongoing targeted technical assistance on the implementation of Response to Intervention to prevent and reduce disproportionality, improve achievement of at risk general education students (RI Strategic Plan Priority AS1.2 and 1.3), and clarify the role of RtI in the Full and Individual Evaluation.

With continued regard to **Disproportionality (Indicator 10)**

Slippage that occurred for FFY2009 likely relates to improper application of new criteria for identification of Learning Disabilities in two cases and in district challenges with changing demographics. Two of the districts had previous areas of disproportionate representation for different disability categories and/or races which had been corrected and the current findings are for different racial/ethnic groups in different disability categories. Two other districts did not have previous compliance findings for disproportionate representation, but one did have related findings for indicator 4 suspension/expulsion which connect to disproportionate representation of students with ED.

RI continues to provide emphasis on and attention to the issue in statewide technical assistance, the School Support System of Focused Monitoring, the annual Consolidated Resource Plan/Accellegrants IDEA submission. LEAs received targeted technical assistance from RIDE in collaboration with the New England Equity Assistance Center, the Rhode Island Technical Assistance Project, and the Northern RI Educational Collaborative. Topics included culturally responsive educational practices, distinguishing cultural and linguistic difference from disability, response to intervention (RtI) initiatives for serving all students with responsive systems of supports and interventions, technical assistance and guidance on the implementation of state regulations for the education of English language learners, and RtI for English Language Learners. RIDE requested additional technical assistance from the University of RI School Psychology program and New England Equity Assistance Center which provided further targeted technical assistance to four LEAs with disproportionate representation.

Review and revision of SEA policies, procedures, and practices has included the following activities:

- Implementation of the state basic education plan including Chapter 14 Supports to Students June 2010 (disseminated June 2009)
- District action plans for the implementation of state criteria for identifying students with learning disabilities 2009-10 school year
- Implementation of new statewide ELL Exit Criteria to prevent inappropriate early exits
- Finalized guidance on the implementation of RtI for identifying students with learning disabilities with TA sessions Jan. - April 2010
- Technical assistance on LEA obligations to English Language Learners whose parents waive program placement October 2009

In alignment with the above improvement activities the following activities are also occurring involving the topical areas of noncompliance.

Transition

Interventions Targeted at Improving Student Outcomes

-Rhode Island Transition Council

The Rhode Island Transition Council was established by state law on July 11, 1994 to assist in the transition of students with special needs from school to adult life.

Responsibilities of the Transition Council include:

- **Develop and periodically revise a Cooperative Agreement among state departments;**
- **Oversee the implementation of the Cooperative Agreement;**
- **Issue guidelines and recommendations to state departments and agencies which will effectuate the Cooperative Agreement;**
- **Develop joint plans among state departments and school districts for providing transition services for students with special needs;**
- **Provide an annual report to the Governor, Children's Cabinet and the General Assembly on the status of transition services and recommendations for improving opportunities for youth with special needs to make a successful transition from school to self-sufficient adult life.**

The vision of the Transition Council is to create a partnership among state agencies, parents, students with special needs and local education agencies. This partnership will serve to enable students and young adults with special needs to successfully transition to adult life in their community.